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Program Entry/Matriculation Requirements

- **What are the requirements for entry/matriculation into Ramapo College’s Teacher Education & Certification Program?**

All students must meet the full admission standards set forth by Ramapo College of New Jersey. These requirements include the payments of all necessary fees and deposits, submission of all required transcripts, and any other College requirements that may apply. For more details, consult the Office of Admissions website at https://www.ramapo.edu/admissions/.

Additionally, all students must meet the following criteria to be eligible for entrance into the Teacher Education and Certification Program:

1) **Enroll** in the Bachelor of Science in Elementary Education Major program or select a liberal arts major with Education as a concentration. Those who already hold a bachelor’s degree may enroll in the RCNJ Teacher Education and Certification Program as a post-baccalaureate.

2) Establish (and maintain) a **minimum 3.0 GPA** (as of September 1, 2014). This GPA must be visible on a Ramapo College of New Jersey transcript. All students (including transfer students) wishing to enter the program must be enrolled at Ramapo College for at least one (1) semester and in at least one (1) course in order to establish a Ramapo College GPA. It is important to note that although transfer credits are accepted, a transfer GPA is NOT accepted for program admission consideration.

3) Take and satisfy the current **State-mandated Basic Skills Requirement** for teacher candidates: The Praxis Core Academic Skills for Educators tests or achieve a passing score on an acceptable alternative standardized assessment equivalent. Please see **Appendix A**.

*IMPORTANT!* **Please be aware that the New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessments, candidate GPA, fieldwork/clinical hours, and content-area coursework. Therefore, please be sure to check with the RCNJ Teacher Education and Certification Program for the most current information on appropriate test(s) and scores. It is advised that the appropriate basic skills examination be taken and passed early and well before application to the program.**

- **What are the procedures for entry into Ramapo College’s Teacher Education & Certification Program?**

Students interested in joining the Teacher Education and Certification Program at Ramapo College of New Jersey should reach out to the Teacher Education Program Assistant, Ms. Jessica Drukker, to receive initial program entry information. Once initial information is reviewed, students must schedule an appointment with either Ms. Joanne Caselli, Certification Officer, or Dr. Brian Chinni, Assistant Dean of Teacher Education, to discuss program entry,
progression, and completion requirements. Once this initial meeting has been held, students must visit https://ted.ramapo.edu/, log in using their Ramapo credentials, and submit an application. Please see Appendix B.

- **What additional costs aside from tuition will I incur as I work toward earning my initial teacher certification in New Jersey?**

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<thead>
<tr>
<th>Program Entrance/Enrollment</th>
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<tr>
<td>Praxis Core (Combined)</td>
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<tr>
<td>Core Retake (per section)</td>
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<td>Background Check</td>
<td>42.10</td>
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<td>Portfolio/Lab Fee (EDUC 222)</td>
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<td>- IndentGo Fingerprinting</td>
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<tr>
<td>- Application to County</td>
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<tr>
<td>Practicum Fee (EDUC 346)</td>
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<td>Lab Fee (EDUC 350)</td>
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<td>Lab Fee (EDUC 370/375)</td>
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<td>Praxis Elementary Subjects (Combined)</td>
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<td><strong>Clinical Practice I/II</strong></td>
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<tr>
<td>--------------------------</td>
<td>--------------------------</td>
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<tr>
<td>edTPA Registration Fee (EDUC 490/EDUC 495)</td>
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<tr>
<td>edTPA Retake (single section)</td>
<td>100.00</td>
</tr>
<tr>
<td>Clinical Practice I Fee (EDUC 310/EDUC 315/EDUC 344)</td>
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</tr>
<tr>
<td>Clinical Practice II - Internship Fee (EDUC 490/EDUC 495)</td>
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<table>
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</thead>
<tbody>
<tr>
<td>NJ Teacher Certification (single)</td>
<td>190.00</td>
</tr>
</tbody>
</table>

- **Who should I contact with questions regarding program entry?**

**Ms. Jessica Drukker,** Teacher Education Program Assistant  
Office: E-232  
Telephone: (201) 684-7050  
Email: jdrucker@ramapo.edu

**Ms. Joanne Caselli,** Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

**Dr. Brian Chinni,** Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu
Program Progression/Course Requirements

- **What are the requirements for progression** once matriculated in Ramapo College’s Teacher Education & Certification Program?

Candidates must maintain a minimum cumulative GPA of 3.00, complete all required coursework, and achieve the minimum benchmark scores on all Teacher Education & Certification Program signature assessments. Please see Appendices C-E for required coursework, as well as the Assessment section of this handbook for a list of signature assessments and their required benchmark scores.

- **What courses are required as a teacher candidate enrolled in the undergraduate Elementary Education Major?**

Please see Appendix C.

- **What courses are required as a teacher candidate enrolled in the undergraduate or post-baccalaureate Elementary Education Certification Program?**

Please see Appendix D.

- **What courses are required as a teacher candidate enrolled in the undergraduate or post-baccalaureate Content/Subject Area Certification Program?**

Please see Appendix E.

- **What courses are required as a teacher candidate enrolled in the undergraduate Elementary Education Major and the Master of Arts in Special Education (4+1) Program?**

Please see Appendix F.

- **What courses are required as a teacher candidate enrolled in the undergraduate or post-baccalaureate Content/Subject Area Certification Program and the Master of Arts in Special Education (4+1) Program?**

Please see Appendix G.

- **Who should I contact with questions regarding program/course requirements and registration?**

Please contact your Teacher Education advisor first. If additional support is needed, you may contact:
Ms. Joanne Caselli, Teacher Education Certification Officer
Office: E-234
Telephone: (201) 684-7626
Email: jcaselli@ramapo.edu

Dr. Brian Chinni, Assistant Dean of Teacher Education
Office: E-231
Telephone: (201) 684-7613
Email: bchinni@ramapo.edu

Dr. Julie Norflus-Good, Director of the MA in Special Education Program
Office: E-220
Telephone: (201) 684-7246
Email: jgood@ramapo.edu
Program Exit Requirements

- **What are the requirements for exit from Ramapo College’s Teacher Education & Certification Program?**

In order to officially complete the Teacher Education & Certification Program, students must complete all required education coursework as outlined in **Appendices C-E**. Additionally, students must hold a minimum 3.0 cumulative GPA and have completed all required content area courses and exams for their selected certification area, including the Praxis and edTPA. Undergraduate students must also meet all requirements for graduation with their selected major. Please see the College Graduation Requirements section below.

- **What are the procedures for exit from Ramapo College’s Teacher Education & Certification Program?**

Throughout the Clinical Practice year, students will receive guidance on how and when to submit proof of completion of requirements for exit from the program. It is crucial that undergraduate students submit a completed Graduation Application to the Office of the Registrar by the posted deadline for the semester in which they plan to graduate.

- **Who should I contact with questions regarding program completion/exit requirements?**

Please [contact your Teacher Education advisor first](#). If additional support is needed, you may contact:

**Ms. Joanne Caselli**, Teacher Education Certification Officer

Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

**Dr. Brian Chinni**, Assistant Dean of Teacher Education

Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu
College Graduation Requirements

- **What are the requirements for graduation at Ramapo College?**

**Credit and Grade Point Requirements:**

- Students must complete a minimum of 128 graduation credits to be eligible for a degree. (Transfer students should note all residency requirements outlined in the College Catalog.) Identical courses (which have the same course identification number) taken more than one time count only once toward graduation credit. Transfer students should refer to their transfer evaluation to ensure they do not repeat a course which has already transferred. Courses numbered below 100 do not count toward the graduation credit requirement.

- Students must have a 2.0 cumulative grade point average (GPA) as well as a 2.0 GPA in their major and second major and/or minor to be eligible for a degree. All courses taken at Ramapo College (including those numbered below 100) apply to the GPA whether for graduation credit or not. Transferred course work does not count in the GPA at Ramapo College.

**School Core Requirements:**

- Students must affiliate with one of the College’s five Schools:
  - School of Humanities and Global Studies
  - Anisfield School of Business
  - School of Contemporary Arts
  - School of Social Science and Human Services
  - School of Theoretical and Applied Science

- Each School requires students who declare one of its majors to complete a core program which emphasizes the School’s theme and provides a context for later work in the major. The core programs vary in the number of credits required. Required School core courses also may fulfill General Education requirements. Students completing a minor outside of the School of their major are not required to complete the core program of the School of their minor.

- All students must complete the College General Education Program:
All students complete an academic major:

- Each student must complete a major program of study. The College offers 40 traditional and interdisciplinary majors. Some majors require study in a concentration, which specializes in a particular sub-field of the major.
- Courses fulfilling the requirements for the primary major may count to fulfill requirements of the secondary major or minor but may not exceed one-half of the credits required in the secondary major or minor.
- A detailed description of majors and their requirements can be found at Academic Units: https://www.ramapo.edu/catalog-2019-2020/

For detailed information about College graduation requirements see:

- https://www.ramapo.edu/catalog-2019-2020/grad-requirements/

What are the procedures for graduation at Ramapo College?

Detailed procedures for graduation can be found through the Registrar’s Office:
https://www.ramapo.edu/registrar/graduation-commencement

Who should I contact with questions regarding graduation?

Registrar
Office: D-224
Telephone: (201) 684-7520
Email: grad@ramapo.edu
Advisement

- *How do I find out who my advisor is?*

Your assigned academic advisor can be identified by accessing your Network in Connect: [https://www.ramapo.edu/myadvisor/](https://www.ramapo.edu/myadvisor/)

Your Teacher Education & Certification Program advisor is assigned after you are admitted to the program, and their name can be found in your TED account.

- *When do I need to meet with my advisor and why?*

Students should meet with their advisors prior to the start of registration each semester in order to review progress and plan for the upcoming semesters. It is especially crucial because many courses within the Teacher Education & Certification Program with fieldwork placements require special permission from the Program in order to register.

- *How do I contact my advisor?*

Students may contact their advisor via email or telephone, though email is often a more efficient way to get in touch. Your advisor’s contact information may be found in Connect or by checking the Ramapo College Faculty and Staff Directory: [https://web.ramapo.edu/phone/](https://web.ramapo.edu/phone/)

If students require assistance identifying their advisor(s) or need additional help, they may also contact:

**Ms. Joanne Caselli**, Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

**Dr. Brian Chinni**, Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu
Certification

- **What certification/endorsement options** does Ramapo College’s Teacher Education & Certification Program offer?

The Ramapo College Teacher Education Program offers certification in Elementary (K-6) and Content Area Certifications in:

- Art
- Biology
- Business
- Chemistry
- Earth Science
- English
- French
- Italian
- Mathematics
- Music
- Physical Education/Health (anticipated Fall 2020)
- Physical Science
- Physics
- Psychology
- Social Studies
- Spanish
- Speech Arts and Dramatics

- **What are the certification requirements of my specific content/subject area?**

To view the specific requirements to be certified in one of the areas listed above, visit Appendix E.

- **What are the procedures for applying for certification through Ramapo College’s Teacher Education & Certification Program?**

Students complete application paperwork for certification during their final Clinical Practice semester. Upon successful completion of Clinical Practice, degree conferral, and verification of having met all current requirements of Ramapo College for Program Completion and of the New Jersey Department of Education for certification, students are recommended for certification by the Certification Officer. Teacher certifications are issued by the New Jersey Department of Education, and can be accessed online on the NJ DOE website.

Current timelines and documentation are provided to students prior to and during Clinical Practice to ensure that the certification process is as smooth and efficient as possible.
Who should I contact with questions regarding teacher certification?

Ms. Joanne Caselli, Teacher Education Certification Officer
Office: E-234
Telephone: (201) 684-7626
Email: jcaselli@ramapo.edu
Praxis Exams

Praxis Core Academic Skills for Educators

- What are New Jersey State’s basic skills requirements for teacher candidates?

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. There are two ways to meet the basic skills requirement. You may either:

1. Demonstrate a score on the SAT, ACT, or GRE at above the cut score for the year in which the exam was taken (see cut scores below); or
2. Pass a Commissioner-approved assessment of basic skills. Currently, the only approved assessment for this 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:

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<th>Testing Window</th>
<th>Passing Score</th>
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<td>5752</td>
<td>Core Academic Skills for Educators: <strong>Combined Test</strong> (includes all three subtests: reading, writing, and math)</td>
<td>Continuous testing</td>
<td></td>
</tr>
<tr>
<td>5713</td>
<td>Core Academic Skills for Educators: Reading</td>
<td>Continuous testing</td>
<td>156</td>
</tr>
</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.

- **What is the Praxis Core Academic Skills for Educators exam?**

The Praxis Core Academic Skills for Educators (Core) tests measure academic skills in reading, writing and mathematics deemed by teacher educators to be essential for all candidates preparing to be teachers, no matter what content area or grade-level they aspire to teach. These tests were designed to provide comprehensive assessments that measure the skills and content knowledge of candidates entering teacher preparation programs.

Failure to successfully pass the Praxis Core or submit your scores through TED (March 1st for fall registration or October 1st for spring registration) will jeopardize your ability to take required Teacher Education coursework.

- **What are the passing scores for the Praxis Core?**

The passing scores for the Praxis Core are as follows:

- 5713: Core Academic Skills for Educators: **Reading** - Passing Score: **156**
- 5723: Core Academic Skills for Educators: **Writing** - Passing Score: **162**
- 5733: Core Academic Skills for Educators: **Mathematics** - Passing Score: **150**

For the most up-to-date passing scores for New Jersey, please see: https://www.ets.org/praxis/nj/requirements/.

- **How do I register for the Praxis Core and how much does it cost?**

The Educational Testing Service, commonly referred to as ETS, is the organization responsible for creating, administering, and scoring all Praxis examinations. Teacher candidates must create a Praxis account to register for any of the Praxis examinations: http://www.ets.org/praxis/register/

When you register to take any Praxis exam, you must list Ramapo College of New Jersey as a “Score Recipient.” When your score report becomes available through your ETS account, please upload it to the TED website right away. Save your score report electronically on different devices (or a cloud) as soon as possible. ETS removes
score reports one (1) year from the score reporting date. Do not wait or you will have to pay a fee to access your report in the future.

Each Praxis Core examination (Reading, Writing, or Mathematics) costs $90.00. If you elect to take the Combined Test (all three subjects), that costs $150.00. More information about Praxis examination fees can be found at the following ETS web page:
https://www.ets.org/praxis/about/fees/

- **How do I prepare for the Praxis Core?**

Preparing for the Praxis Core examinations will be different for each student. However, these suggestions may help you prepare a plan.

1. **Strategies and Tips:** You will find some helpful tips and strategies to help you do your best on the Praxis tests at the following ETS web page:
   https://www.ets.org/praxis/prepare/tips

2. **Develop a Study Plan:** A study plan provides a roadmap to prepare for the Praxis tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Find more information at the following ETS web page:
   https://www.ets.org/praxis/prepare/study

3. **Free Praxis Core Resources:** It is recommended that students exhaust all free resources before purchasing any test preparation materials. Free resources can be found at the following web pages:

   **ETS Praxis Online Study Companions:**
   - Core Reading: https://www.ets.org/praxis/prepare/materials/5713
   - Core Writing: https://www.ets.org/praxis/prepare/materials/5723
   - Core Mathematics: https://www.ets.org/praxis/prepare/materials/5733

   **Khan Academy Praxis Core Prep:**
   - https://www.khanacademy.org/prep/praxis-core

   **Additional Resources:**
   - NJ Test Requirements: https://www.ets.org/praxis/nj/requirements/
   - Praxis Core Overview: https://www.ets.org/praxis/about/core
   - All Praxis Preparation Materials: https://www.ets.org/praxis/prepare/materials
   - Praxis FAQs: https://www.ets.org/praxis/faq_test_takers/
● **When and where do I take the Praxis Core?**

The Praxis Core examination is given at approved ETS testing sites (Prometric Test Centers) on an ongoing basis throughout the year. To determine the closest testing center to the College or your home, please visit the following ETS web page:

https://www.ets.org/praxis/register/dates_centers/

● **How and when do I receive my scores for the Praxis Core?**

Scores for the Praxis Core Academic Skills for Educators (Core): Reading (5713) and Mathematics (5733) tests are available 21 calendar days after the day of the test.

Scores for the 5723 Core: Writing test are available 20 business days after the day of the test.

At the end of the test session, but before reviewing the unofficial score information, the computer gives you the option to report or cancel your score. Once you have chosen to report the score, it cannot be canceled. If you cancel your score, it will not be reported and it cannot be reinstated on your record. You also will not receive a refund if you choose to cancel your score. Find more information about receiving your test scores at the following ETS web sites: https://www.ets.org/praxis/scores/ and https://www.ets.org/praxis/scores/get

● **What are the Praxis Core retake policies and procedures?**

You must wait a minimum of 21 days before taking the same subtest again. If you do not wait the mandatory three weeks before taking the same subtest, your scores will not count, even if you pass.

● **How do I receive testing accommodations for the Praxis Core?**

If you require accommodations for disabilities or health-related needs, you must apply for accommodations through ETS Disability Services prior to registering. Allow at least six (6) weeks for the review process. Please see the following ETS Disability Accommodations web page for important instructions on how to apply: https://www.ets.org/praxis/register/disabilities

If you would like assistance with the application process, please contact Ramapo’s Office of Specialized Services for further assistance: (201) 684-7515 and https://www.ramapo.edu/oss

● **Who should I contact with questions regarding the Praxis Core?**

First, check the Frequently Asked Questions web page to see if your question has already been asked and answered: Praxis FAQs: https://www.ets.org/praxis/faq_test_takers/

If you need to contact ETS regarding the Praxis Core, please use the following contact information:

**Phone:** 1-609-771-7395 or 1-800-772-9476; Monday–Friday, 8 a.m.–7:45 p.m. ET (except for U.S. holidays. For test takers within the United States, U.S. Territories* and Canada. *Includes American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands.) Recorded information is available 24 hours a day with a touch-tone phone. Phones are busiest between 11 a.m. and 2 p.m. and all day on Monday.
Note: Customer Service Representatives can give out information only to the registered test taker, unless the test taker is under the age of 18. If the test taker is under the age of 18, representatives can speak with a parent, guardian or other legal proxy.

Fax: 1-609-530-0581 or 1-610-290-8973; 24 hours a day, seven days a week

Email: You can email Praxis through their online customer service form found at the following web site: https://ets.custhelp.com/app/forms/praxis

Mail:
ETS — Praxis
P.O. Box 6051
Princeton, NJ 08541-6051

Overnight Mail:
ETS — Praxis
Distribution and Receiving Center
225 Phillips Boulevard
Ewing, NJ 08628-7435

Include the following information as you entered it on your registration form or answer sheet with your correspondence:

- name
- address
- date of birth
- test date
- Praxis candidate ID number
- phone number (U.S. residents only)
Praxis II Subject Assessments

- **What are the Praxis Subject Assessments?**

  The Praxis Subject Assessments measure content knowledge and teaching skills of specific subjects that K–12 educators will teach. Tests include both selected-response (multiple choice) and constructed-response (essay) questions. The number of questions and length of each test varies.

  Individuals entering the teaching profession take the Praxis Subject Assessments tests as part of the teacher licensing and certification process required by their state. The New Jersey Department of Education requires all teacher candidates to take and pass the Praxis Subject Assessments tests that align to the instructional certificates being sought.

- **How do I know which Praxis Subject Assessment test/s to take?**

  Praxis Subject Assessments include over 90 different tests, ranging from Art to World Languages. Each state that uses the Praxis tests sets its own requirements for which tests you must take, as well as the associated passing scores. Please see the following website for the Praxis Subject Assessments test/s required for your certification/s along with the associated passing scores in New Jersey: https://www.ets.org/praxis/nj/requirements

- **How do I register for the Praxis Subject Assessment test/s and how much does it cost?**

  Register for Praxis tests online: https://www.ets.org/portal/site/iserpraxis

  You may register with a credit/debit card or PayPal. Do not forget to list Ramapo College as a “Score Recipient” when prompted during registration.

  You must print your admission ticket and bring it with you, along with an official photo ID (e.g., driver’s license or college ID card), to the test center on the day of your test. Your admission ticket is important because it contains the test center address and reporting time on test day. An image of the ticket on your phone may not be accepted by test center personnel.

  If you have taken the Praxis Core Academic Skills for Educators exam to meet New Jersey State’s basic skills requirements for teacher candidates, then you already have an ETS Praxis Account. As a returning user, please enter the username and password you registered with in the past. If you forgot your username or password, there are links on the sign-in page to recover your information.

  If this is the first time you are registering for a Praxis account, create a new account using credentials (email and password) that you will remember. Write them down and keep them in a safe place for future use.
The cost of the Praxis Subject Assessment Test varies depending on which assessment/s you take. The fees range from $120.00 to $210.00. You can find a list of the assessment fees at the following web site: https://www.ets.org/praxis/about/fees/

- **How do I prepare for the Praxis Subject Assessment test/s?**

Praxis Subject Assessment preparation materials by ETS include detailed study tools that contain outlines, sample questions with answers and detailed rationales, valuable test-taking strategies, and full-length interactive practice tests. Please visit the following link for free materials that provide comprehensive overviews for each test, including detailed test descriptions and general tips and information about the Praxis tests: https://www.ets.org/praxis/prepare/materials

You should exhaust all free resources before purchasing anything. You may choose to purchase 90-day subscriptions for Interactive Practice Tests at www.ets.org/praxis/store. These online tests are full-length, timed practice tests that provide correct answers and explanations. You may decide to purchase alternative Praxis Subject Assessment materials online from other retailers if you are having difficulty passing your Praxis Subject Assessments test/s.

All test takers receive a score regardless of the number of questions answered or the type of test. Your score is based on the number of questions you answer correctly, with no penalty or subtraction for answering a question incorrectly. It is to your advantage to pace yourself so that you have enough time to carefully consider every question. **In short, answer every question!**

- **When and where do I take the Praxis Subject Assessment test/s?**

It is recommended that teacher candidates **take and pass their tests by March 1st prior to Clinical Practice.** Candidates cannot be recommended for certification upon program completion if they have not passed all state-mandated tests.

Some Praxis tests, including the Praxis Core tests, are given continuously throughout the year. Others are given only during a particular testing window for that year. To find when you should take your Praxis Subject Assessment, use the following website: https://www.ets.org/praxis/register/dates_centers/

Select the Praxis Subject Assessment you wish to take from the drop-down list near the top of the web page and it will display the testing window for that assessment. To find out where you should take your Praxis Subject Assessment, scroll to the bottom of the page where you can search for the Test Center nearest you by submitting your zip code.
• How and when do I receive my scores for the Praxis Subject Assessment test/s?

Official scores are available to test takers online 10-16 business days after the test date. When your score report becomes available through your ETS account, please upload it to the TED website right away. Save your score report electronically on different devices (a cloud is recommended) as soon as possible. Do not wait or you will have to pay a fee to access your report in the future.

• What are the Praxis Subject Assessment test/s retake policies and procedures?

If you feel you did not perform to your potential, you may retake a Praxis test once every 21 days, not including your initial test date. Note: If you take a test that is comprised of subtests, such as Elementary Education: Multiple Subjects (5001), you cannot retake a subtest until after the 21-day period.

This applies even if you canceled your scores on a test taken previously. If you violate this restriction, the scores from your retest will be canceled by ETS and your test fees will not be refunded.

• How do I receive testing accommodations for the Praxis Subject Assessment test/s?

If you require accommodations for disabilities or health-related needs, you must apply for accommodations through ETS Disability Services prior to registering. Allow at least six (6) weeks for the review process. Please see the following ETS Disability Accommodations web page for important instructions on how to apply: https://www.ets.org/praxis/register/disabilities

If you would like assistance with the application process, please contact Ramapo’s Office of Specialized Services for further assistance: (201) 684-7515 and https://www.ramapo.edu/oss

• Who should I contact with questions regarding the Praxis Subject Assessment test/s?

First, check the Frequently Asked Questions web page to see if your question has already been asked and answered: Praxis FAQs: https://www.ets.org/praxis/faq_test_takers/

If you need to contact ETS regarding the Praxis Core, please use the following contact information:

Phone: 1-609-771-7395 or 1-800-772-9476; Monday–Friday, 8 a.m.–7:45 p.m. ET (except for U.S. holidays. For test takers within the United States, U.S. Territories* and Canada. *Includes American Samoa, Guam, Puerto Rico and the U.S. Virgin Islands.) Recorded information is available 24 hours a day with a touch-tone phone. Phones are busiest between 11 a.m. and 2 p.m. and all day on Monday.

Note: Customer Service Representatives can give out information only to the registered test taker, unless the test taker is under the age of 18. If the test taker is under the age of 18, representatives can speak with a parent, guardian or other legal proxy.
Fax: 1-609-530-0581 or 1-610-290-8973; 24 hours a day, seven days a week

Email: You can email Praxis through their online customer service form found at the following web site: https://ets.custhelp.com/app/forms/praxis

Mail:
   ETS — Praxis
   P.O. Box 6051
   Princeton, NJ 08541-6051

Overnight Mail:
   ETS — Praxis
   Distribution and Receiving Center
   225 Phillips Boulevard
   Ewing, NJ 08628-7435

Include the following information as you entered it on your registration form or answer sheet with your correspondence:
   ● name
   ● address
   ● date of birth
   ● test date
   ● Praxis candidate ID number
   ● phone number (U.S. residents only)
Teacher Education & Certification Program Signature Assessments

- How are teacher candidates enrolled in Ramapo College’s Teacher Education & Certification Program evaluated?

Teacher Education students’ content knowledge, pedagogical skills, and professional dispositions are assessed based on national (Interstate Teacher Assessment & Support Consortium Model Core Teaching Standards (InTASC)) and state (New Jersey Professional Standards for Teachers (NJPST)) professional teaching standards at multiple points throughout their program. Please see the Professional Standards section below for more information regarding the New Jersey Professional Standards for Teachers (NJPST).

- What signature assessments does the TE Program require of all its teacher candidates and when?

<table>
<thead>
<tr>
<th>Assessment Name/ Evaluation Method</th>
<th>Point in Program Where Assessment Takes Place</th>
<th>Alignment to InTASC Standards</th>
<th>Alignment to NJPST</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 GPA</td>
<td>Required for official program entry and required for certification; monitored throughout program</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Praxis Core Academic Skills for Educators Exam</td>
<td>Required for official program entry; state-mandated basic skills exam</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher Candidate Professional Dispositions Survey</td>
<td>EDUC 222 Teaching: Principles and Practices (entry)</td>
<td>2, 3, 9, 10</td>
<td>2, 3, 9, 10, 11</td>
</tr>
<tr>
<td></td>
<td>EDUC 360 Introduction to Special Education (midpoint)</td>
<td>2, 3, 9, 10</td>
<td>2, 3, 9, 10, 11</td>
</tr>
<tr>
<td>Instructional Technology Final Project</td>
<td>EDUC 241 Instructional Technology (midpoint)</td>
<td>5-8</td>
<td>5-8</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Clinical Practice I / All Methods Courses: EDUC 310, 315, 344, 370, 375 (second to last semester in program)</td>
<td>2-4, 6-9</td>
<td>2-4, 6-9</td>
</tr>
<tr>
<td>Clinical Competency Inventory</td>
<td>Clinical Practice II (last semester in program); evaluations completed by clinical supervisor, cooperating teacher, and clinical intern (self)</td>
<td>1-10</td>
<td>1-11</td>
</tr>
<tr>
<td>Assessment Name / Evaluation Method</td>
<td>Point in Program Where Assessment Takes Place</td>
<td>Minimum Performance Benchmark*</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>State requirement for entry and certification</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>
| *Praxis Core Academic Skills for Educators Exam | State requirement for entry ([https://www.ets.org/praxis/nj/requirements](https://www.ets.org/praxis/nj/requirements)) | Reading: 156  
Writing: 162  
Math: 150 |
| Teacher Candidate Professional Dispositions Survey | EDUC 222 Teaching: Principles and Practices (entry)  
EDUC 360 Introduction to Special Education (midpoint) | 2.50/4.00 (between “Approaches Expectations” and “Meets Expectations”)  
3.00/4.00 (“Meets Expectations”) |
| Instructional Technology Final Project | EDUC 241 Instructional Technology (midpoint) | 3.00/4.00 (“Meets Expectations”) |
| Lesson Plan (Parts A & B) | Clinical Practice I/All Methods Courses: EDUC 310, 315, 344, 370, 375 (second to last semester in program) | 2.75/4.00 (between “Approaches Sufficiency” and “Sufficient”) |
| Clinical Competency Inventory | Clinical Practice II (last semester in program) | Midpoint/Formative CCI: 2.50/4.00 (between “Novice” and “Proficient”) |

- **What are the minimum performance benchmarks* for these required assessments?**
| *Educative Teacher Performance Assessment (edTPA) Portfolio* | Clinical Practice II (last semester in program); State requirement for certification | World Languages: 32  
Secondary Content Areas: 37  
Elementary Education: 44 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Praxis Subject Assessment/s</em></td>
<td>Clinical Practice (last year in program); State requirement for certification</td>
<td>Varies by content area; please see the following website: <a href="https://www.ets.org/praxis/nj/requirements">https://www.ets.org/praxis/nj/requirements</a></td>
</tr>
<tr>
<td>Teacher Education Exit Survey</td>
<td>Clinical Practice II (last few weeks of program)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Please note that minimum performance benchmarks are subject to change year-to-year, specifically those associated with state-mandated assessments. Please contact Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator, for the most up-to-date Praxis and edTPA cut scores. This information can also be found on the Praxis and edTPA websites.*

- **What supports are in place to ensure I am successful in meeting the minimum performance benchmarks for these required assessments?**

Teacher Education faculty, adjunct faculty, staff, clinical supervisors, and cooperating teachers all work closely to monitor teacher candidates’ progress and to provide individualized support, coaching, and advisement throughout the program. If at any point in time one or more of the aforementioned parties are concerned that a teacher candidate will not meet or has not met expectations and/or minimum performance benchmarks for any assessments, assignments, and/or clinical work, a **Student Referral Form** is filed: https://tinyurl.com/yyrbhpf9

Concerns may be academic or non-academic.

Academic concerns may include lack of content knowledge or insufficient pedagogy or instructional skills.

Non-academic concerns may include lack of professionalism, lack of motivation, health problems, economic problems, communication difficulties, interpersonal relations, or other dispositional issues.

Concerns are not limited to those aforementioned.

The information provided in the referral form will be automatically sent to the Assistant Dean of Teacher Education. The Assistant Dean will identify and communicate with all necessary parties (i.e., the candidate, their professor/course instructor and/or advisor and/or program director, clinical supervisor, and cooperating teacher) in order to determine an appropriate course of action.
A meeting will take place among those required by the Assistant Dean and a subsequent **Action Plan for Support** will be completed by the Assistant Dean or the individual directly responsible for supporting and monitoring the candidate: [https://tinyurl.com/y45emaf3](https://tinyurl.com/y45emaf3)

The Action Plan for Support form is to serve as documentation that a plan is in place for supporting and monitoring a teacher candidate. It describes the concern/s and delineates associated goals, actions/supports to be provided and by whom, means of evaluation and by whom, and timelines.

- **Who should I contact with questions regarding Teacher Education program assessments?**

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator
Office: E-225
Telephone: (201) 684-7319
Email: arestai2@ramapo.edu
Educative Teacher Performance Assessment (edTPA)

- **What is the edTPA?**

The Educative Teacher Performance Assessment, better known as the edTPA, is required by the State of New Jersey for the certification of new teachers. **The edTPA is not a requirement for program completion or graduation; it is strictly a state requirement for initial teacher certification.** The edTPA was developed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). It is a performance-based, subject-specific assessment (includes versions for 27 teaching fields) that is used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from day one in the classroom. The edTPA builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. Other U.S. states that require the edTPA for teacher certification often allow for reciprocity so long as that state’s passing score requirement is met. For more information regarding each state’s passing score requirements, if applicable, please see: [http://www.edtpa.com/PageView.aspx?f=GEN_Scores.html](http://www.edtpa.com/PageView.aspx?f=GEN_Scores.html)

Aspiring teachers must prepare a portfolio of materials during their Clinical Practice (student teaching) internship. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. The edTPA requires aspiring teachers to demonstrate readiness to teach through lesson plans designed to support their students’ strengths and needs; engage real students in ambitious learning; analyze whether their students are learning, and adjust their instruction to become more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of a portfolio that is scored by highly trained educators. For more information, please see: [http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html](http://www.edtpa.com/PageView.aspx?f=GEN_AboutEdTPA.html)

- **What are the passing scores for the edTPA?**

Passing scores vary by portfolio and are subject to change from year to year.

Please see the following website for the most current cut score information for New Jersey teacher candidates: [http://www.edtpa.com/PageView.aspx?f=GEN_NewJersey.html](http://www.edtpa.com/PageView.aspx?f=GEN_NewJersey.html)

- **How do I register for the edTPA and how much does it cost?**

There are designated “edTPA Submission Days” each year that are communicated to all clinical interns by the Program Accreditation & Assessment Coordinator, Mrs. Ashley Restaino. Mrs. Restaino guides all clinical interns through the registration and submission processes during in-person support sessions.

The cost of submitting the edTPA portfolio is $300.00. This is paid in advance as a course fee connected to the Clinical Practice Capstone course taking during Clinical Practice II.
If a teacher candidate needs to resubmit parts or all of their portfolio due to the issuance of condition codes and/or a final score that does not meet the New Jersey Department of Education’s minimum requirement, additional costs will be incurred. Please see below.

- Retaking the full assessment: $300
- Retaking 3 tasks (Elementary Education: Literacy with Mathematics Task 4): $300
- Retaking 2 tasks: $200
- Retaking 1 task: $100

**When and how do I prepare for and complete the edTPA?**

Throughout Clinical Practice, a series of support sessions take place on campus.

During Clinical Practice I, clinical interns are provided with an overview on the edTPA, its resources, and all tasks. Interns will gain access to a Google Drive folder that serves as a repository for all edTPA resources and materials.

During Clinical Practice II, clinical interns are provided with a rubric deep-dive session and times to work on their portfolios with guided support. In the second to last month of Clinical Practice II, interns are guided through the portfolio submission process.

**How and when do I receive my edTPA scores?**

There are specific edTPA submission and reporting windows that change each year. Traditionally, teacher candidates receive their edTPA score reports via email on a Thursday evening approximately three and a half (3.5) weeks after submission. Please see the following website for edTPA submission and reporting dates: [http://www.edtpa.com/PageView.aspx?f=GEN_Scores.html](http://www.edtpa.com/PageView.aspx?f=GEN_Scores.html)

**What are the edTPA retake policies and procedures?**

Currently, there is no limit to the number of retakes possible for New Jersey teacher candidates. If a teacher candidate must retake some or all parts of their portfolio due to condition codes and/or a low score, they are to contact the Program Accreditation & Assessment Coordinator, Mrs. Ashley Restaino, to set up an appointment to discuss the resubmission process.

**How do I receive testing accommodations for the edTPA?**

Teacher candidates may submit a request for alternative edTPA arrangements due to a diagnosed disability. Please see the following website for more information: [http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAlternativeArrangements.html](http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAlternativeArrangements.html)
Additionally, please contact the Office of Specialized Services (OSS) for further assistance:
https://www.ramapo.edu/oss/home/oss-staff-contact-information/.

● Who should I contact with questions regarding the edTPA?

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator
Office: E-225
Telephone: (201) 684-7319
Email: arestai2@ramapo.edu
Clinical Experience and Clinical Practice: Coursework, Placements, Policies and Expectations

Clinical Experience

- **What is clinical experience?**

Often referred to as “practicum,” clinical experiences are authentic learning opportunities that connect theory with practice and seamlessly integrate with your teacher education coursework. Each of these clinical experiences take place in a classroom of one of our partner schools/districts.

According the NJ Department of Education (2015), clinical experience is defined in regulation as the diverse, guided, hands-on, practical applications and demonstrations of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout your educator preparation program, as detailed in the table below.

As a pre-clinical intern, you must complete all clinical experiences prior to entering Clinical Practice II.

- **What courses require clinical experiences, when and where do clinical experiences take place, and what are the minimum hours?**

The table below provides the specific course name, code and total number of clinical hours required:

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Course Code</th>
<th>When Course is Typically Completed</th>
<th>Location of Clinical Experiences</th>
<th>Minimum Clinical Experience Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Literacy Corps</td>
<td>EDUC 211</td>
<td>Freshman- Spring/ Sophomore- Fall</td>
<td>Paterson Public Schools</td>
<td>22</td>
</tr>
<tr>
<td>Teaching: Principles and Practices</td>
<td>EDUC 222</td>
<td>Sophomore- Spring/ Junior- Fall</td>
<td>iLearn Charter Schools</td>
<td>20</td>
</tr>
<tr>
<td>Literacy: Theory and Practice (Elementary)</td>
<td>EDUC 346</td>
<td>Junior</td>
<td>Local Partner District</td>
<td>20-25</td>
</tr>
<tr>
<td>Reading and Writing in the Content Areas (Secondary)</td>
<td>EDUC 350</td>
<td>Senior</td>
<td>Local Partner District</td>
<td>10</td>
</tr>
<tr>
<td>Introduction to Special Education</td>
<td>EDUC 360</td>
<td>Junior or Senior</td>
<td>On RCNJ Campus - Forum School Partnership</td>
<td>60 or EDUC 395 (2-credit co-requisite)</td>
</tr>
</tbody>
</table>
What steps do I need to take to ensure I am eligible for clinical experience?

It is critically important that students enrolled in the Teacher Education & Certification Program meet with their Teacher Education advisor each semester prior to course registration. Accurate course registration and timely progress toward meeting all state certification and program completion/graduation requirements requires extensive and precise planning.

In order to be eligible for the respective course-aligned clinical experience (see table above), students must meet with Ms. Joanne Caselli, Teacher Education Certification Officer, early in the semester prior to the aligned course to review all related requirements. Students must then submit proof of the necessary requirements to Ms. Caselli (EDUC 211) and/or through the Teacher Education Department (TED) online portal (all other courses) before the end of the semester prior to clinical experience:

○ A minimum 3.0 cumulative GPA;
○ Required scores on the SAT, ACT, GRE or passing scores on the Praxis Core Academic Skills for Educators exam (reading, writing, and math);
○ Completion of all prerequisite coursework, as necessary;
○ Proof of background check or valid substitute teacher license;
○ Mantoux/TB test (test administered no earlier than six (6) months prior to the start date of the clinical experience); and
○ Reliable transportation

For questions related to clinical experience eligibility and/or uploading the aforementioned requirements to TED, please contact:

Ms. Joanne Caselli, Teacher Education Certification Officer
Office: E-234
Telephone: (201) 684-7626
Email: jcaselli@ramapo.edu

How am I evaluated during clinical experience?

In addition to course-related assessments, pre-clinical interns are introduced to, and evaluated using the following program-specific instruments:

1. The Teacher Candidate Professional Dispositions Survey (PDS) - is introduced to teacher candidates in their first education course upon matriculation, EDUC 222 - Teaching: Principles and Practices (first official year/semester in program). The course instructor spends class time explaining dispositions and their importance in the teaching profession. During the initial weeks of the EDUC 222, the teacher candidate completes her/his own self-assessment using the PDS. The EDUC 222 course instructor and the clinical experience cooperating teachers are notified with instructions at the start of the semester to monitor their candidates’ dispositions in relation to the behaviors outlined in the PDS. At the end of the semester, the course instructor and cooperating teachers complete the PDS for each teacher candidate. If the course
instructor and/or cooperating teachers indicate any “Dispositional Concerns” at the bottom of the PDS, this is immediately explored further. If teacher candidates do not achieve an overall benchmark score of 2.75 (between “Approaches Expectations” and “Meets Expectations”) from either the course instructor or their cooperating teacher, the EPP’s digital Student Referral Form is filed by the course instructor, and an individualized intervention/remediation process is initiated with the Assistant Dean of Teacher Education and documented/monitored using the EPP’s digital Action Plan for Support Form.

The PDS is administered again in EDUC 360 Introduction to Special Education (second or third year/semester in program). The course instructor spends time in class addressing dispositions, specifically in relation to working with diverse student populations. Similar to EDUC 222, teacher candidates complete their own self-assessment using the PDS during their first month in EDUC 360. Because the clinical experience associated with EDUC 360 doesn’t require candidates to visit a K-12 classroom, rather candidates work with special needs students on campus during the second half of their class time, the course instructor also serves as the “field supervisor.” At the end of the semester, the course instructor completes the PDS for each teacher candidate. EDUC 222 data is pulled for comparison for any EDUC 360 teacher candidates who receive poor ratings and/or comments. If teacher candidates do not achieve an overall benchmark score of 3.00 (“Meets Expectations”) from the course instructor, he or she submits the EPP’s digital Student Referral Form that is automatically sent to the Assistant Dean of Teacher Education. This initiates an individualized intervention/remediation process that is documented and monitored using the EPP’s digital Action Plan for Support Form. Please see Appendix H and Appendix I for the Teacher Candidate Professional Dispositions Survey.

2. The RCNJ Teacher Education Lesson Plan Template and Rubric - is also introduced to teacher candidates in EDUC 222 - Teaching: Principles and Practices, more specifically as an instructional tool than as an assessment. As candidates progress through their teacher preparation program, different areas of lesson planning are emphasized and reinforced in alignment to various courses’ content, goals, objectives, and outcomes. Please see Appendix O for the Teacher Education Lesson Plan Template Parts A-C.

● **What are my responsibilities during clinical experience?**

Pre-clinical interns are expected to be punctual, attentive, communicative, and proactive with their cooperating teachers throughout the clinical experience. Professional dress, behavior and attitude are expected at all times. For more information regarding professional dress, please see: Appendix M: Fieldwork/Clinical Experience Professional Dress Guidelines.

Over the course of the semester and at the discretion of their course instructor and cooperating teacher, pre-clinical interns are to complete all required onsite hours, tasks, and related assignments.

It is the pre-clinical intern’s responsibility to submit all required work products to their course instructors, according to the performance criteria and due dates detailed in the respective course syllabus.
● **What are Ramapo College’s Teacher Education & Certification Program’s clinical experience guidelines and policies for teacher candidates?**

The Office of Clinical Experiences arranges all clinical experiences and internships. Interns cannot contact schools until they have been assigned a placement and given specific directions.

**Cell phones must not be seen nor heard at any time throughout the school day. All social media accounts must be “cleaned up” and set as private.**

During all clinical experiences, pre-clinical interns must follow Ramapo College’s academic calendar and in coordination with their school district’s calendar.

Pre-clinical interns are to follow the procedures and protocols of their placement district/school. Additionally, they are not to communicate with parents at any time except with the permission of the cooperating teacher, if/as necessary. K-12 students’ grades, school/medical records, legal documents, and accommodation plans (IEPs/504s) are strictly confidential. **Breaking confidentiality will immediately result in the termination of the clinical experience.**

Professional dress and behavior are expected **at all times.**

Failure to adhere to these policies, or the College’s policies and procedures for students ([https://www.ramapo.edu/student-conduct/student-handbook/](https://www.ramapo.edu/student-conduct/student-handbook/)), or the school district’s policies for faculty and students will result in the termination of the internship. For additional information, please refer to the subsequent section of this Handbook, *Teacher Education & Certification Program Performance and Behavioral Expectations, Violations, and Termination.*

● **Who should I contact with questions regarding clinical experience?**

**Dr. Brian Chinni,** Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu

**Ms. Jessica Drukker,** Teacher Education Program Assistant  
Office: E-232  
Telephone: (201) 684-7050  
Email: jdrukker@ramapo.edu

**Ms. Joanne Caselli,** Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu
Clinical Practice

● **What is Clinical Practice?**

Formerly referred to as student teaching, Clinical Practice is the culminating, field-based experience or “internship” where teacher candidates become fully immersed in a school setting, gradually take on more classroom responsibilities, and ultimately demonstrate their ability to lead a classroom and positively impact student learning.

Clinical Practice is an intensive, year-long commitment. Therefore, the Teacher Education & Certification Program strongly discourages clinical interns from taking time off for travel or vacationing when the College and/or their assigned school district is open. Interns should avoid being involved in too many extracurricular activities, specifically leadership roles. Working during Clinical Practice is not encouraged, if at all possible.

● **How is Clinical Practice structured, when and where does Clinical Practice take place, and what are the minimum hours?**

In the State of New Jersey, Clinical Practice takes place over the course of two semesters: part-time or two (2) days per week in the first (typically fall) semester, and full-time or five (5) days per week in the second/final (typically spring) semester. To meet the New Jersey Department of Education’s Clinical Practice I (CP1) requirement, clinical interns must complete a **minimum** of 175 hours, or 22 full school days, in their assigned CP1 school setting. To meet the State’s Clinical Practice II (CP2) requirement, clinical interns must complete a **minimum** of 480 hours, or 60 full school days, in their assigned CP2 school setting. If clinical hours/days are met prior to the end date of the internship, the clinical intern is still expected to attend his/her assigned school setting until the last official day of the internship. Most interns will exceed the State’s minimum requirement and meet the Teacher Education & Certification Program’s requirement of 180 hours (CP1) and 525+ hours (CP2); this is encouraged.

The Teacher Education & Certification Program at Ramapo College follows a fall to spring Clinical Practice model. Exceptions to this model are only made on a case-by-case basis - and - only due to extenuating circumstances. The Assistant Dean of Teacher Education reserves all rights to make decisions regarding Clinical Practice settings, dates, and cooperating teacher/clinical supervisor assignments. Consideration will be taken to inform clinical interns of decisions related to their Clinical Practice internships as far in advance as possible.

Clinical Practice I typically takes place between the first week of September and the second week of December. It is optional for clinical interns to attend their school setting during the third week of December (finals week) if they have met the 175-hour/22-day State requirement. If clinical interns do not meet this requirement by the CP1 end date, the third week of December should be used to meet the requirement. Because clinical interns are also full-time students finishing their required coursework during CP1, they are expected to follow the College’s academic calendar. The Teacher Education & Certification Program designates specific days of the week for coursework to allow interns the opportunity to reserve two (2) full school days in the field.
Clinical Practice II takes place between the first week of January (immediately following the holiday break when the respective K-12 school district reopens) and the last week of April/first week of May. **Clinical interns who decide to live on campus during Clinical Practice II must apply for Winter Housing and assume all associated costs.** Please see the following link for more information on Winter Housing: [https://www.ramapo.edu/reslife/winter/](https://www.ramapo.edu/reslife/winter/). It is optional for clinical interns to attend their school setting during the first/second week of May if they have met the 480-hour/60-day State requirement. If clinical interns do not meet this requirement by the CP2 end date, the second and third weeks of May should be used to meet the requirement. Because clinical interns have completed all required coursework by the start of CP2, they are expected to follow their assigned school district’s calendar.

Clinical interns are permitted up to three (3) excused absences (i.e., illness and personal/emergency) during Clinical Practice II. Every effort should be made by clinical interns to notify their cooperating teacher, clinical supervisor, and the Assistant Dean of Teacher Education of their absence/s as far in advance as possible. Attendance at on-campus and/or virtual edTPA Support Sessions throughout Clinical Practice (typically three (3) during CP1 and three (3) during CP2) are considered excused absences, and do not count toward the three (3) total excused absences provided for interns during CP2.

The Teacher Education & Certification Program at Ramapo College has long standing formal and informal partnerships with school districts across the state, specifically Bergen and Passaic Counties. While the Office of Clinical Experiences makes every effort to place clinical interns in school districts of choice, this is not always possible.

- **What steps do I need to take to ensure I am eligible for Clinical Practice?**

It is critically important that students enrolled in the Teacher Education & Certification Program meet with their Teacher Education advisor each semester prior to course registration. Accurate course registration and timely progress toward meeting all state certification and program completion/graduation requirements requires extensive and precise planning.

In order to be eligible for Clinical Practice, students must meet with Ms. Joanne Caselli, Teacher Education Certification Officer, early in the semester prior to Clinical Practice I to review all requirements. Students must then submit proof of the following requirements through the Teacher Education Department (TED) online portal before the end of the semester prior to Clinical Practice I:

- A minimum 3.0 cumulative GPA;
- Required scores on the SAT, ACT, GRE or passing scores on the Praxis Core Academic Skills for Educators exam (reading, writing, and math);
- Completion of all foundational and professional education coursework;
- Completion of all coursework required for major, minor, and concentration by the end of Clinical Practice I;
- Valid substitute teacher license;
- Mantoux/TB test (test administered no earlier than six (6) months prior to the start date of Clinical Practice I);
For questions related to Clinical Practice eligibility and/or uploading the aforementioned requirements to TED, please contact:

**Ms. Joanne Caselli**, Teacher Education Certification Officer
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

- **How do I apply for Clinical Practice?**

Teacher candidates must first schedule an appointment with Ms. Joanne Caselli, Teacher Education Certification Officer, to ensure all requirements for Clinical Practice have been met.

Once Ms. Caselli provides clearance, teacher candidates may submit their top three school districts of choice through the Teacher Education Department (TED) online portal.

Next, teacher candidates must schedule an appointment with Ms. Jessica Drukker, Teacher Education Program Assistant, to discuss placement options. An updated professional resume must be provided during this meeting.

For questions related to applying for Clinical Practice, please contact:

**Ms. Joanne Caselli**, Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

**Ms. Jessica Drukker**, Teacher Education Program Assistant  
Office: E-232  
Telephone: (201) 684-7050  
Email: jdrukker@ramapo.edu

- **How am I evaluated throughout Clinical Practice?**

There are two types of assessment instruments used to evaluate performance throughout Clinical Practice.

The **Observation and Conference Report** (O&C) is a performance-based, formative assessment instrument used to provide feedback to clinical interns on observed lessons. The O&C is used by both clinical supervisors and cooperating teachers during Clinical Practice I and Clinical Practice II. The O&C contains eleven (11) indicators that
align to the New Jersey Professional Standards for Teachers (NJPSST) and Interstate Teacher Assessment Consortium (InTASC) standards.

During Clinical Practice I, clinical supervisors observe their assigned clinical interns teach two (2) separate lessons and hold a conference to deliver feedback after each observed lesson. Clinical supervisors must complete and submit a digital Observation and Conference Report through Taskstream after each observation/post-observation conference. Interns’ cooperating teachers must do the same, but only once during Clinical Practice I. Joint post-observation conferences are encouraged, when possible.

During Clinical Practice II, clinical supervisors observe their assigned clinical interns teach six (6) separate lessons and hold a conference to deliver feedback after each observed lesson. Clinical supervisors must complete and submit a digital Observation and Conference Report through Taskstream after each observation/post-observation conference. Interns’ cooperating teachers must do the same, but only once during Clinical Practice II. Joint post-observation conferences are encouraged, when possible.

Please see Appendix J for the Observation and Conference Report.

The Clinical Competency Inventory (CCI) is a performance-based observational instrument designed to provide actionable feedback on the progress of individual clinical interns completing Clinical Practice. 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. The CCI specifies the defining set of competencies that preservice teachers must demonstrate before being recommended for certification.

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 (mid-/late 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 is introduced to clinical interns at the start of CP1 as a self-assessment. The O&C and CCI are both used to guide the development of the clinical intern and to provide feedback on the candidate’s strengths and areas in need of improvement.

The procedures for using the CCI are 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 baseline assessment 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 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 Clinical Practice II, the clinical supervisor and cooperating teacher observe the clinical intern 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 (mid-/late 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. At the completion of the internship (late April/early 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.

7. 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.

Please see Appendix K for the Clinical Competency Inventory.

- **What is Taskstream?**

Taskstream is an online assessment management platform used by the Teacher Education & Certification Program to collect student performance data during Clinical Practice. Clinical interns, clinical supervisors, and cooperating teachers are provided with Taskstream training at the start of Clinical Practice during Clinical Practice Orientation. For more information on how to access and use Taskstream to complete Observation & Conference Reports and Clinical Competency Inventories, please see the following appendices:

Appendix L: Taskstream User Guide for Clinical Interns

Appendix M: Taskstream User Guide for Evaluators: Clinical Supervisors and Cooperating Teachers

- **What are my responsibilities during Clinical Practice?**

Clinical interns are expected to be punctual, attentive, communicative, and proactive with their cooperating teachers and clinical supervisors throughout Clinical Practice. Professional dress, behavior and attitude are expected at all times. For more information regarding professional dress, please see: Appendix N: Fieldwork/Clinical Experience Professional Dress Guidelines.

During Clinical Practice I, clinical interns are to become acclimated in their assigned classroom and conduct a pre-assessment/self-evaluation (baseline) of their own teaching competencies by completing the Clinical Competency Inventory through Taskstream. Over the course of the semester and at the discretion of their cooperating
teachers, clinical interns are to gradually assume more responsibilities. Clinical interns must teach a minimum of three planned lessons, although the delivery of lessons on a weekly basis is encouraged starting in October.

Clinical interns must thoroughly and thoughtfully prepare for their clinical supervisors’ two (2) scheduled observations and one (1) formal observation by their cooperating teacher. Important, clinical interns are required to use the Ramapo College Teacher Education Lesson Plan Template, Parts A and B (Part C is optional) for all formal observations. For all other lessons, the clinical intern may use the cooperating school’s lesson plan format. Interns’ performance delivering these lessons will be evaluated using the Observation & Conference Report. Interns must submit the aligned lesson plans to their supervisors and cooperating teachers through Taskstream before evaluation can take place. Please see Appendix O for the Teacher Education Lesson Plan Template Parts A-C.

During Clinical Practice II, clinical interns will return to the same classroom as Clinical Practice I, unless extenuating circumstances prevent this from occurring. Over the course of the semester and at the discretion of their cooperating teachers, clinical interns are to gradually assume more responsibilities over time. Clinical interns must teach all subject areas (elementary) or periods/sections (secondary) or at least four (4) grade levels (content area specialist; i.e., art and PE) during the end of March and all of April. Interns may teach Honors-level courses at the discretion of their cooperating teachers. AP-level courses cannot be taught by interns under any circumstances.

Clinical interns must thoroughly and thoughtfully prepare for their clinical supervisors’ six (6) scheduled observations and one (1) formal observation by their cooperating teacher. Important, clinical interns are required to use the Ramapo College Teacher Education Lesson Plan Template, Parts A and B (Part C is optional) for all formal observations. For all other lessons, the clinical intern may use the cooperating school’s lesson plan format. Interns’ performance delivering these lessons will be evaluated using the Observation & Conference Report. Interns must submit the aligned lesson plans to their supervisors and cooperating teachers through Taskstream before evaluation can take place. Please see Appendix O for the Teacher Education Lesson Plan Template Parts A-C.

Additionally, clinical supervisors and cooperating teachers will complete an evaluation of their interns’ overall performance at the midpoint (mid-/late February) and end (late April/early May) of Clinical Practice II. Interns’ overall performance will be evaluated using the Clinical Competency Inventory. Interns must come prepared to their midpoint/formative and final/summative evaluation conferences with evidence and artifacts related to indicators that their supervisors may not have observed during observations. Interns should be ready to engage in conversation about their areas of strength and weakness, including future goals and action steps. Interns must submit a brief reflection that corresponds to their midpoint and final evaluation conferences through Taskstream before evaluation can take place.

At the end of Clinical Practice II, clinical interns must complete a Teacher Education & Certification Program Exit Survey during their final Clinical Practice Capstone seminar session. Lastly, interns are required to conduct a post-assessment of their own teaching competencies by completing the Clinical Competency Inventory through Taskstream.
It is the clinical intern’s responsibility to submit all certification paperwork and related requirements to the Teacher Education Certification Officer, Ms. Joanne Caselli, according to the information and dates provided during Clinical Practice Capstone seminar.

For more information regarding clinical interns’ responsibilities throughout Clinical Practice, please see Appendix P for the Clinical Practice Checklist for Clinical Interns.

- **What are my clinical supervisor’s responsibilities during Clinical Practice?**

  All clinical supervisors must receive training at the start of each academic year. In-person training is provided at Clinical Practice Orientation before the start of the Clinical Practice internship. Online training videos are available for those who cannot attend orientation.

  Clinical supervisors serve as a liaison between clinical interns, cooperating teachers, and the Teacher Education & Certification Program. Clinical supervisors confer with cooperating teachers on a bi-weekly basis regarding the progress of their assigned interns, advise interns on a weekly basis regarding the interns’ roles and responsibilities, and offer guidance and assistance to all parties.

  Additionally, clinical supervisors observe and document interns’ progress in developing expected competencies and hold post-observation, midpoint, and final conferences with their assigned interns and their interns’ cooperating teachers.

  For more information regarding clinical supervisors’ responsibilities throughout Clinical Practice, please see Appendix Q for the Clinical Practice Checklist for Clinical Supervisors.

- **What are my cooperating teacher’s responsibilities during Clinical Practice?**

  All cooperating teachers must receive training at the start of each academic year. 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.

  Cooperating teachers are expected to orient their clinical intern to the school and include them in all grade-level, district, and special education meetings, professional development opportunities, and parent-student-teacher conferences. Cooperating teachers are to provide models for successful classroom management and guide their intern in lesson planning, instruction, and assessment. Cooperating teacher should assist their intern in learning about the special needs of the students in their classroom and the services provided by the school/district.

  Cooperating teachers are expected to model highly effective teaching while allowing their intern to only assume responsibilities for which they are prepared. Cooperating teacher must provide their intern with the school’s/district’s required curriculum guides and materials, including access to online resources and tools.
Cooperating teachers should acquaint their intern with the mechanics of classroom routines, including how and why routines were established. Cooperating teachers must monitor their intern’s progress and provide clear instructions, expectations, scaffolding, constructive feedback, and encouragement on a daily basis. Lastly, cooperating teachers must evaluate their intern and engage in post-observation and evaluation conferences.

For more information regarding cooperating teachers’ responsibilities throughout Clinical Practice, please see Appendix R for the Clinical Practice Checklist for Cooperating Teachers.

- What are Ramapo College’s Teacher Education & Certification Program’s Clinical Practice guidelines and policies?

The Office of Clinical Experiences arranges all clinical experiences and internships. Interns cannot contact schools until they have been assigned a placement and given specific directions.

Cell phones must not be seen nor heard at any time throughout the school day. All social media accounts must be “cleaned up” and set as private.

During Clinical Practice I, interns must follow Ramapo College’s academic calendar. During Clinical Practice II, interns must follow their school district’s calendar, not the College’s. Up to three (3) excused absences are permitted during Clinical Practice II with advance notice given to the cooperating teacher. If absences exceed three (3) instances or notice is not given to the teacher, the Assistant Dean of Teacher Education must be notified immediately.

Clinical interns are not to communicate with parents at any time except with the permission of the cooperating teacher and/or school building administrator (e.g., parent-teacher conferences). K-12 students’ grades, school/medical records, legal documents, and accommodation plans (IEPs/504s) are strictly confidential. Breaking confidentiality will immediately result in the termination of the internship.

Professional dress and behavior are expected at all times.

During Clinical Practice I, clinical interns may serve as a paid substitute teacher on the days they are not serving in the capacity of a clinical intern (days available outside of classes and field). Days spent as a substitute teacher do not count toward the internship.

During Clinical Practice II, clinical interns may serve as a substitute teacher in emergency situations only. This should be kept to a minimum. Days spent as a substitute teacher for clinical interns’ own cooperating teacher can be counted toward the internship. If interns are serving as a substitute teacher, they are to be paid at the Board rate. Once the Clinical Practice internship officially ends in late April/early May, interns may serve as a regular substitute throughout the months of May and June.
Failure to adhere to these policies, or the College’s policies and procedures for students ([https://www.ramapo.edu/student-conduct/student-handbook/](https://www.ramapo.edu/student-conduct/student-handbook/)), or the school district’s policies for faculty and students will result in the termination of the internship.

- **Who should I contact with questions regarding Clinical Practice?**

**Dr. Brian Chinni**, Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu

**Ms. Jessica Drukker**, Teacher Education Program Assistant  
Office: E-232  
Telephone: (201) 684-7050  
Email: jdrukker@ramapo.edu

**Ms. Joanne Caselli**, Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator  
Office: E-225  
Telephone: (201) 684-7319  
Email: arestai2@ramapo.edu
Teacher Education & Certification Program Performance and Behavioral Expectations, Violations, and Termination

● *What are the performance and behavioral/dispositional expectations for continuation and certification in RCNJ education programs?*

RCNJ teacher candidates must assume responsibility for all of the academic and clinical requirements of each of their courses. Additionally, candidates must meet professional and dispositional expectations of the Teacher Education & Certification Program. The ultimate goal of the RCNJ Teacher Education & Certification Program is to support teacher candidates in their efforts to meet all professional and academic standards in order to become exemplary competent, caring, and highly qualified educators.

Throughout the Teacher Education & Certification Program coursework and clinical experiences, a candidate’s performance, behavior, and demonstration of professional dispositions are assessed and evaluated using the Teacher Candidate Professional Dispositions Survey (in EDUC 222 and EDUC 360) and Clinical Competency Inventory (in the CPII semester). These data are carefully and collectively examined by the Assistant Dean, Program Accreditation and Assessment Coordinator, and faculty throughout the academic year. If a teacher candidate fails to meet the minimum PDS and/or CCI performance expectations, the student is required to meet with the Assistant Dean, their Teacher Education & Certification Program faculty advisor, and/or other course instructors/staff to discuss and determine an appropriate course of action. In certain cases, a formal corrective action plan will be collaboratively developed, approved, and implemented. Please see the RCNJ Teacher Education & Certification Program *Action Plan for Support Form*: [https://tinyurl.com/y45emaf3](https://tinyurl.com/y45emaf3).

If at any time a teacher candidate fails to meet dispositional and/or performance expectations in a specific course or clinical experience, faculty, staff, clinical supervisors, and/or cooperating teachers may complete the RCNJ Teacher Education & Certification Program *Student Referral Form* to formally document and submit the concern to the Office of the Assistant Dean and the Office of Clinical Experiences. This online form can be accessed through the following link: [https://tinyurl.com/yyrbhpf9](https://tinyurl.com/yyrbhpf9). The information submitted will be shared with all necessary stakeholders, including the Assistant Dean, the candidate's faculty advisor, and other course instructors/staff, and an appropriate course of action will be collectively determined. In certain cases, a formal corrective action plan will be collaboratively developed, approved, and implemented. Please see the RCNJ Teacher Education & Certification Program *Action Plan for Support Form*: [https://tinyurl.com/y45emaf3](https://tinyurl.com/y45emaf3).

● *Why might a candidate be dismissed from the Teacher Education & Certification Program?*

Unfortunately, there are cases when a Teacher Education & Certification Program student meets course academic requirements but fails to demonstrate appropriate professional behavior at the College or in clinical experience/practice settings. If a candidate has difficulty with any part of his or her academic program or fails to demonstrate appropriate professional behaviors, program faculty and/or staff will intervene. Such intervention may require the development and implementation of an individualized corrective Action Plan for Support. In cases where disciplinary actions are warranted, the matter will be referred to the RCNJ Office of Student Conduct and College Judicial Board, as necessary.
When incidents or questions as to professional or unethical behaviors are reported to Teacher Education & Certification Program faculty, staff or administrators, program faculty and staff will make every effort to gather information and evidence from multiple sources, including clinical supervisors, faculty members, school personnel, law enforcement, or other state agencies, as appropriate. Depending on the nature and severity of the reported behavior, the response to the situation will differ and be dealt with on a case-by-case basis. Specific behavioral infractions and circumstances that may result in intervention and/or removal from the Program are described below to provide the teacher candidate with a better understanding of overall Program and College expectations:

- For behaviors in violation of the RCNJ Campus Code of Conduct, please see: https://www.ramapo.edu/student-conduct/
- For consistent failure to meet the New Jersey Professional Standards for Teachers, please see the Clinical Experience and Clinical Practice sections of this handbook, and N.J.A.C.6A:9: http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf
- Multiple faculty reports to the Assistant Dean and/or College administrators about a candidate’s negative actions or attitudes regarding the teaching profession.
- Unprofessional or unethical behavior as described in the Teacher Education & Certification Handbook, specifically in the Clinical Experience and Clinical Practice sections.
- Behavior on the RCNJ campus (i.e., corridors, classrooms, offices, lounges, dorms, etc.), in certification coursework, or in clinical experience/practice settings that is deemed unacceptable by course instructors, Teacher Education & Certification Program faculty/staff, or district/school personnel (in accordance with either RCNJ’s or the district’s/school’s policies regarding conduct). Irresponsible behaviors may include disregard or disrespect for RCNJ and/or district’s/school’s policies and procedures.
- Behavior considered conduct unbecoming a New Jersey Certified Teacher, including factors that the New Jersey Department of Education would use to rescind or deny teacher certification.

School District and/or Teacher Education & Certification Program and Ramapo College of New Jersey Policies
Students must adhere to the policies and procedures of the RCNJ Code of Conduct (https://www.ramapo.edu/student-conduct/), the RCNJ Teacher Education & Certification Program Handbook, and the New Jersey Professional Standards for Teachers (N.J.A.C.6A: 9). A breach of any of the above may result in termination from the program.

Reasonable Cause
Students may be considered for dismissal following verifiable reports of unprofessional or unethical conduct, or multiple reports of a student’s lack of capacity for appropriate teaching dispositions. Reasons for dismissal include, but are not limited to, inadequacy, incompetency, insubordination, and ethical misconduct. Be advised that a school district holds the right to terminate a teacher candidate or clinical intern at any time.

Procedure
When the Teacher Education & Certification Program is formally alerted to an alleged breach, it is immediately referred to the Assistant Dean of Teacher Education. A student whose behavior appears to warrant termination will receive written notice from the Assistant Dean of Teacher Education and Dean of SSHS specifying concerns. The Teacher Education & Certification Program will make every effort to gather information from multiple sources (i.e., clinical supervisor, cooperating teacher, appropriate faculty, school administrator/s, etc.) regarding the alleged infraction/s. Once the investigation is complete, the decision for continuance in the Teacher Education & Certification Program rests with the Dean of SSHS. The decision to terminate a student will be communicated by the Dean of SSHS to the Provost. The Provost will make the final decision regarding the student’s status with the University.

**Charges for Incurred Expenses**
Should a student be dismissed, or self-terminated at any time once clinical components begin, she/he will be assessed accordingly for College expenses already incurred, such as, but not limited to, tuition and fees, cooperating teachers’ honorarium, clinical supervisor fees, and administrative costs. Any monetary refunds are subject to Clinical Practice I/II timetables (fall/spring) and College policy. Please note that the Clinical Practice II Capstone experience begins approximately three weeks prior to the official start of classes for the spring term. For students living on campus, Winter Housing is necessary.

**Grading/Withdrawal**
Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the College and at the discretion of the Dean of SSHS. Incompletes are typically not awarded in Clinical Practice II (EDUC 490/495); this would only occur due to most unfortunate extenuating circumstances (i.e., illness, injury, etc.). **There are only two attempts permitted for the Clinical Practice II Capstone (Student Teaching). If a clinical intern plans to register for her/his second attempt, she/he must first meet with the Assistant Dean of Teacher Education (or appropriate designee) for a debrief of the initial CP II experience.** In most cases, a formal corrective Action Plan for Support will be collaboratively developed and implemented. Please see the RCNJ Teacher Education & Certification Program **Action Plan for Support Form: https://tinyurl.com/y45emaf3**. After the corrective action plan has been successfully completed, the Assistant Dean of Teacher Education may grant permission to proceed to register for the second and final attempt to successfully complete/pass the Clinical Practice II Capstone.

**Special Circumstances:**
- In the case of consecutive absences by a cooperating teacher, the clinical intern must contact his/her clinical supervisor and the Assistant Dean of Teacher Education, Dr. Brian Chinni: (201) 684-7613 and bchinni@ramapo.edu.
- A clinical intern that is involved in any situation or incident where legal action is warranted and/or is a witness or party to the situation or incident, must report this to the Assistant Dean of Teacher Education immediately.
- If a student does not complete their edTPA portfolio assessment by the time the Clinical Practice II Capstone semester (Student Teaching) ends, an extended placement may be required. In such cases, the student will be responsible for proactively addressing the need for extension with the Assistant Dean of Teacher Education and the Program Accreditation and Assessment Coordinator, as well as his/her clinical supervisor, cooperating teacher, CPII Capstone Seminar instructor, and others, as appropriate.
- If any problems arise that the clinical intern and the cooperating teacher/s cannot resolve, the clinical intern must contact the Assistant Dean of Teacher Education and their clinical supervisor.
- Occasionally, a student is unable to meet performance standards of clinical experience or Clinical Practice, or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the Clinical Practice I or Clinical Practice II Capstone (Student Teaching) experience must be discussed with the clinical supervisor and the Assistant Dean of Teacher Education.

- **What is the process for dismissal from the Teacher Education & Certification Program?**

Based on programmatic concerns and in the professional judgment of the Teacher Education & Certification Program, the College reserves the right to take action up to and including removal from the Teacher Education & Certification Program for behaviors described above. Matters of an academic nature that become serious may require disciplinary action through the Office of the Provost, or, in some cases, the College’s Judicial Board. The determination as to whether a matter requires disciplinary action is a matter of professional judgment to be decided by Teacher Education & Certification Program faculty and staff on a case-by-case basis.

- **How can a student appeal a dismissal from the Teacher Education & Certification Program?**

The student may appeal the recommendation in writing to the Dean of SSHS, who will make the final decision regarding continuation in the clinical setting and/or the Teacher Education & Certification Program.

- **What are the procedures for withdrawal from the Teacher Education & Certification Program?**

The student may choose to withdraw from the Teacher Education & Certification Program at any time for any reason. In such cases, the student will arrange an exit meeting with the Assistant Dean of Teacher Education and complete the **RCNJ Education Programs Departure Survey**: [https://tinyurl.com/s439txd](https://tinyurl.com/s439txd).

- **Who should I contact regarding performance and behavioral expectations, violations, and termination?**

**Dr. Brian Chinni,** Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu

**Dr. Aaron Lorenz,** Dean of School of Social Sciences and Human Services  
Office: ASB-431  
Telephone: (201) 684-7624
Email: alorenz@ramapo.edu
Accreditation

- **What is accreditation?**

Accreditation is a peer review process used to determine if educational programs meet a strict set of defined professional standards of quality.

The Teacher Education & Certification Program at Ramapo College of New Jersey is accredited by the Teacher Education Accreditation Council (TEAC) through 2021. Currently, the Teacher Education & Certification Program is transitioning to accreditation through the Council for the Accreditation of Educator Preparation (CAEP), the sole professional accrediting body nationally recognized in educator preparation.

The New Jersey Department of Education (NJDOE) requires that all educator preparation programs that lead to certification achieve and maintain accreditation through an approved educator accreditation agency recognized by the Council for Higher Education Accreditation (CHEA). As stated above, CAEP is the only CHEA-approved educator accreditation agency also approved by the NJDOE.

- **Why is accreditation important and what does it mean for me?**

Teacher candidates cannot be certified in New Jersey without completing an accredited, New Jersey Department of Education-approved teacher preparation program.

As stated on the Council for the Accreditation of Educator Preparation’s website:

> Educator accreditation is a seal of approval that assures quality in educator preparation. Accreditation makes sure that educator programs prepare new teachers to know their subjects, their students, and have the clinical training that allows them to enter the classroom ready to teach effectively”

> Accreditation provides a framework that has pushed educator preparation programs to continually self-assess and conduct evidence-based analysis of their programs and their efficacy. These evidence-based shifts, rooted in continuous improvement, are helping to ensure that preparation programs are more likely to produce successful educators.

Accreditation matters to:

P-12 Learners – outcomes-based evidence means all learners are at the center of determining effectiveness of educators

Teacher Educators – since the process is infused with research and development, the knowledge base of effective practice will grow
State education agencies – provides a strong partner for quality assurance, helps connect the national consensus on preparation to state-level policy and provide support for a state’s own authorization/accountability system

Education Professionals – rigorous standards elevate the profession


- **Who should I contact with questions regarding teacher education accreditation?**

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator
Office: E-225
Telephone: (201) 684-7319
Email: arestai2@ramapo.edu
Professional Standards

- What are the New Jersey Professional Standards for Teachers (NJPS) and why are they important?

The New Jersey Professional Standards for Teacher (NJPS) describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students; outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

○ Standard One – Learner Development – The teacher understands 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.

○ Standard Two – Learning Differences – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

○ Standard Three – Learning Environments – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

○ Standard Four – Content Knowledge – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

○ Standard Five – Application of Content – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

○ Standard Six – Assessment – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

○ Standard Seven – Planning for Instruction – 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.
○ **Standard Eight – Instructional Strategies** – 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.

○ **Standard Nine – Professional Learning** – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

○ **Standard Ten – Leadership and Collaboration** – 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.

○ **Standard Eleven – Ethical Practice** – The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

● **What do the NJPST mean for me?**

The NJPST provides students with a framework for understanding the areas they need to become proficient in as they prepare to become New Jersey certified teachers.

● **Who should I contact with questions regarding professional standards for teachers?**

**Dr. Brian Chinni**, Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator  
Office: E-225  
Telephone: (201) 684-7319  
Email: arestai2@ramapo.edu
Teacher Education & Certification Program Contact Information

- **Who should I contact regarding program entry?**

  **Ms. Jessica Drukker**, Teacher Education Program Assistant  
  Office: E-232  
  Telephone: (201) 684-7050  
  Email: jdrukker@ramapo.edu

- **Who should I contact regarding program/course requirements and registration?**

  **Ms. Joanne Caselli**, Teacher Education Certification Officer  
  Office: E-234  
  Telephone: (201) 684-7626  
  Email: jcaselli@ramapo.edu

- **Who should I contact regarding program completion/exit requirements?**

  **Ms. Joanne Caselli**, Teacher Education Certification Officer  
  Office: E-234  
  Telephone: (201) 684-7626  
  Email: jcaselli@ramapo.edu

- **Who should I contact regarding graduation?**

  **Registrar**  
  Office: D-224  
  Telephone: (201) 684-7520  
  Email: grad@ramapo.edu

- **Who should I contact if I am unsure as to who my advisor is, or I cannot get in touch with them?**

  **Ms. Jessica Drukker**, Teacher Education Program Assistant  
  Office: E-232  
  Telephone: (201) 684-7050  
  Email: jdrukker@ramapo.edu
• Who should I contact regarding **NJDOE requirements** and **teacher certification**?

**Ms. Joanne Caselli**, Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

• Who should I contact regarding the **Praxis exams**?

**Ms. Joanne Caselli**, Teacher Education Certification Officer  
Office: E-234  
Telephone: (201) 684-7626  
Email: jcaselli@ramapo.edu

• Who should I contact regarding program **assessments** and teacher education **accreditation** and **standards**?

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator  
Office: E-225  
Telephone: (201) 684-7319  
Email: arestai2@ramapo.edu

• Who should I contact regarding the **Educative Teacher Performance Assessment (edTPA)**?

**Mrs. Ashley Restaino**, Program Accreditation & Assessment Coordinator  
Office: E-225  
Telephone: (201) 684-7319  
Email: arestai2@ramapo.edu

• Who should I contact regarding **clinical experiences and Clinical Practice**?

**Dr. Brian Chinni**, Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu

• Who should I contact with **concerns** related to program requirements, advisement, coursework, assessments, instructors, and staff?

**Dr. Brian Chinni**, Assistant Dean of Teacher Education  
Office: E-231  
Telephone: (201) 684-7613  
Email: bchinni@ramapo.edu
Additional Supports & Ramapo College Contact Information

● Who should I contact if I need support with physical and/or cognitive disabilities?

Office of Specialized Services
Location: C-Wing, Room 205
Telephone: 201-684-7514
Email: oss@ramapo.edu

● Who should I contact if I need support with physical and/or mental health questions and concerns?

The Center for Health and Counseling Services provides a variety of services to students concerned about their physical or mental wellness: https://www.ramapo.edu/chcs/

Not feeling well? Stop by Health Services and schedule an appointment. They have a variety of professionals to assist in treating health issues and other problems facing students.

Health Services
Location: South Gate entrance at the corner of Route 202 and Hornbeam Road
Telephone: (201) 684-7536
https://www.ramapo.edu/health/

Counseling Services are available to all students, both residential and commuter. All counselors are professionally trained, and sessions are confidential and free.

Counseling Services
Location: Building D, room D-216 (entrance behind stairwell on left)
Telephone: (201) 684-7522
https://www.ramapo.edu/counseling/

With the introduction of the Alcohol and Other Drug Prevention Program, Ramapo College is committed to providing a safe, healthy learning environment for all its members and to reducing the harm associated with alcohol and other drug use by students, faculty, and staff.

Alcohol and Other Drug Prevention Program
Location: Building D, room D-216 (entrance behind stairwell on left)
Telephone: (201) 684-7522
https://www.ramapo.edu/aod/
Who should I contact if I need support with safety questions and concerns?

The Public Safety Department is staffed 24 hours a day, 7 days a week, 365 days a year. Its 32 employees utilize foot and vehicle patrols to observe and report situations or activities which may pose a danger to persons or property.

**Campus Public Safety Emergency:** (201) 684-6666
**Non-Emergency Calls:** (201) 684-7432/33
Location: Ground Floor, C-Wing, C-102
[https://www.ramapo.edu/publicsafety/](https://www.ramapo.edu/publicsafety/)

Who should I contact if I need support with reading and writing skills?

The Center for Reading and Writing offers one-on-one, face-to-face consulting sessions in writing, reading, and study skills: [https://www.ramapo.edu/crw/](https://www.ramapo.edu/crw/)

**Center for Reading and Writing**
Location: Linden Hall, Second Floor, Room 211
Email: crw@ramapo.edu
[https://www.ramapo.edu/crw/](https://www.ramapo.edu/crw/)

Who should I contact if I need support with financial questions and concerns?

Financial Aid can answer your questions regarding Grants, Loans, and Work/Study and assist with the requirements and applications to help Ramapo students pay for college: [https://www.ramapo.edu/finaid/](https://www.ramapo.edu/finaid/)

**Financial Aid**
Office: E-210
Telephone: (201) 684-7549
Email: finaid@ramapo.edu
[https://www.ramapo.edu/finaid/](https://www.ramapo.edu/finaid/)

Speak with the Office of Student Accounts about your bill, payments or tuition payment plans:
[https://www.ramapo.edu/student-accounts/](https://www.ramapo.edu/student-accounts/)

**Office of Student Accounts**
Location: D-Wing, First Floor
Telephone: (201) 684-7495
Email: studentaccts@ramapo.edu
[https://www.ramapo.edu/student-accounts/](https://www.ramapo.edu/student-accounts/)
• Who should I contact if I need support with **residential** (dorm) questions and concerns?

**Office of Residence Life**
Telephone: (201) 684-7461
Email: reslife@ramapo.edu

• Who should I contact if I have **concerns** with Ramapo College requirements, advisement, coursework, assessments, instructors, and staff **outside of the Teacher Education & Certification Program**?

Please contact your major advisor and/or the dean of the School associated with your major:

**Aaron R.S. Lorenz, Ph.D.**
Dean, School of Social Science & Human Services
Telephone: (201) 684-7624
Email: alorenz@ramapo.edu

**Peter Campbell, Ph.D.**
Interim Dean, School of Contemporary Arts
Telephone: (201) 684-7363
Email: pcampbel@ramapo.edu

**Edward Petkus, Ph.D.**
Dean, Anisfield School of Business
Telephone: (201) 684-7377
Email: epetkus@ramapo.edu

**Susan Hangen, Ph.D.**
Interim Dean, School of Humanities & Global Studies
Telephone: (201) 684-7562
Email: shangen@ramapo.edu

**Edward Saiff, Ph.D.**
Dean, School of Theoretical & Applied Science
Telephone: (201) 684-7734
Email: esaiff@ramapo.edu
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>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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</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](http://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/](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/](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 Four-Year Plan

*Updated December 2019*

### First Year*

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Credits</th>
<th>✔</th>
<th>Spring Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>General Education: Keystone Course:</td>
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<td></td>
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<tr>
<td>INTD 101 First Year Seminar</td>
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<td>Quantitative Reasoning &amp; Certification: MATH 101, 104, 106, <strong>108</strong>, 110 or 121</td>
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<td>✔</td>
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<td>General Education &amp; SSHS School Core:</td>
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<td>Education: Keystone Course:</td>
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<tr>
<td>SOSC 110 Social Science Inquiry</td>
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<td>✔</td>
<td>AID 201 Studies in Arts and Humanities</td>
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<td>General Education: Keystone Course:</td>
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<td>Critical Reading and Writing II</td>
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<td>2012 CRIT 102 Critical Reading and Writing I</td>
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<td>PSYC 215 Learning, Cognition, &amp; Teaching</td>
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<td>SSNS School Core &amp; Certification:</td>
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<td>Introduction to Psychology</td>
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<tr>
<td>PSYC 101 Introduction to Psychology</td>
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<td>✔</td>
<td>EDUC 211 Student Literacy Corps CE1 (Urban)</td>
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<td><strong>Total</strong>:</td>
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<td><strong>Total</strong>:</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>Credits</th>
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<tr>
<td>SSHS School Core:</td>
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<td>Major: EDUC 222 Teaching: Principles and Practices CE2</td>
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<td>SOSC 235 History of Social Thought</td>
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<td>Systems, Sustainability, and Society: Choice from approved College list</td>
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<td>General Education: Distribution Category:</td>
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<td>Major: EDUC 221 Social Context of Education</td>
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<td>Values &amp; Ethics:</td>
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<td>Systems, Sustainability, and Society: Choice from approved College list</td>
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<td>General Education: Keystone Course:</td>
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<td>General Education: Distribution Category:</td>
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<td>Global Awareness: Recommended:</td>
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<td>Theories of Language and Pedagogy:</td>
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<td>ENST 209 World Sustainability or</td>
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<td>LITR 302 Grammar: Theory and Pedagogy or</td>
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<tr>
<td>LITR 279 The Graphic Novel</td>
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<td>LITR 203 Methods of Literary Study or</td>
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<td></td>
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<tr>
<td>Elective (Middle school content for those interested)</td>
<td>4</td>
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<td>LITR 306 Literary Theory</td>
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<td>Career Pathways Module 1:</td>
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<td>SHHS 001 Career Assessment/Advisor;</td>
<td>4 Grad. Req.</td>
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<td>SHHS 001 Career Assessment/Advisor;</td>
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<td>Visit SHHS Advisor in Cahill Center (C209)</td>
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### Summer Session

| Major: EDUC 241 Instructional Technology                                      | 4       | ✔  |
### Third Year

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<th>Fall Semester</th>
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<th>Spring Semester</th>
<th>Credits</th>
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<td>General Education: Keystone Course</td>
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<td>General Education: Keystone Course</td>
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<tr>
<td>Scientific Reasoning &amp; Certification: BIOL 101 Introduction to Biology</td>
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<td></td>
<td>Historical Perspectives Recommended: HIST 101, 102, 109, or 110</td>
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<tr>
<td>Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)</td>
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<td>Major: MATH 210 Mathematics for Elementary Educators</td>
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<tr>
<td>Major: EDUC 360 Introduction to Special Education***</td>
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<td>Major: SCIN 215 Science for Elementary Educators</td>
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<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>
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<td></td>
<td>Major: EDUC 346 Literacy: Theory &amp; Practice**</td>
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<td><strong>Total:</strong></td>
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<td><strong>Total:</strong></td>
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### Fourth Year*****

<table>
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<tr>
<th>Fall Semester: Co-Requisites MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification.</th>
<th>Credits</th>
<th>✔️</th>
<th>Spring Semester</th>
<th>Credits</th>
<th>✔️</th>
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<tbody>
<tr>
<td>Major: EDUC 370 Methods of Teaching Elementary Mathematics CP**</td>
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<td>Major: EDUC 490 Clinical Practice Capstone: Elementary</td>
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<td>Major: EDUC 375 Methods of Teaching Elementary Science CP**</td>
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<td>Major: EDUC 365 Literacy Across the Elementary Curriculum CP**</td>
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<td>Major: EDUC 344 Methods of Teaching Elementary LA/SS/Art CP**</td>
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<td><strong>Total:</strong></td>
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<td><strong>Total:</strong></td>
<td><strong>12</strong></td>
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</tr>
</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:
SOC 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.
****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 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.
**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.

PLEASE SEE CONTENT-SPECIFIC COURSE AND PRAXIS SUBJECT ASSESSMENTS REQUIREMENTS BELOW.
(Updated March 2020)
**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

- General Science: Content Knowledge (5435)
- 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, Paleocology 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, Paleoeocology 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
ACTFL Oral Proficiency Interview: Advanced-Low

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

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

**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: Elementary Education Major + MA Special Education (4+1) Program Requirements

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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>General Education &amp; SSHS School Core SOSC 110 Social Science Inquiry</td>
</tr>
<tr>
<td>General Education: Keystone Course: CRWT 102 Critical Reading and Writing II</td>
</tr>
<tr>
<td>SSHS School Core &amp; Certification: PSYC 101 Introduction to Psychology</td>
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<td><strong>Total:</strong></td>
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<tr>
<td>Second Year**</td>
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<tr>
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<tr>
<td><strong>Fall Semester</strong></td>
</tr>
<tr>
<td>SSHS School Core: SOSC 235 History of Social Thought</td>
</tr>
<tr>
<td>General Education: Keystone Course: Global Awareness: Recommended: ENST 209: World Sustainability or LITR 279 The Graphic Novel (DC for Global Awareness Gen Ed and Young Readers and Literary Forms)</td>
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<tr>
<td>Elective (Middle school content for those interested)</td>
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<td><strong>Total:</strong></td>
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**Summer Session**

| Major: EDUC 241 Instructional Technology | 4 |   |
### Third Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>HRS</th>
<th>P</th>
<th>Spring Semester</th>
<th>HRS</th>
<th>P</th>
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<tbody>
<tr>
<td>General Education: Keystone Course Scientific Reasoning &amp; Certification: BIOL 101 Introduction to Biology</td>
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<td></td>
<td>General Education: Keystone Course Historical Perspectives Recommended: HIST 101, 102, 109, or 110</td>
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<tr>
<td>Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)</td>
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<td>Major: MATH 210 Mathematics for Elementary Educators</td>
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<tr>
<td><strong>Major:</strong> EDUC 360 Introduction to Special Education <strong>CE3</strong>*&lt;br&gt;<strong>INSTEAD WILL TAKE</strong>&lt;br&gt;EDSP 610 Home School and Community for Diverse Learners</td>
<td>4</td>
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<td>Major: MATH 215 Science for Elementary Educators</td>
<td>4</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) (DC for Culture/Creativity) or LITR 279 The Graphic Novel</td>
<td>4</td>
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<td>Major: EDUC 346 Literacy: Theory &amp; Practice <strong>CE4</strong>&lt;br&gt;<em>Must have copy of substitute teacher license in TED account PRIOR to meeting with advisor</em></td>
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### Fourth Year

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<th>Fall Semester: Co-Requires. MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification.</th>
<th>HRS</th>
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<th>Spring Semester</th>
<th>HRS</th>
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<tr>
<td>Major: EDUC 370 Methods of Teaching Elementary Mathematics <strong>CP1</strong>**</td>
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<td>Major: EDUC 490 Clinical Practice Capstone: Elementary</td>
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<td>Major: EDUC 375 Methods of Teaching Elementary Science <strong>CP2</strong>**</td>
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<td>Must have the following uploaded to TED account PRIOR to meeting with advisor re. Clinical Practice: Praxis II, substitute teacher license, current Mantoux/TB test</td>
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<td>Major: EDUC 365: Literacy Across the Elementary Curriculum <strong>CP3</strong>** INSTEAD WILL TAKE EDSP 615 LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING</td>
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<td>Required course for MA 4+1 Program; Not Required for Undergraduate Degree in Elementary Education EDSP 620 IMPLEMENTATION OF PROFESSIONAL SKILLS (FIELD COMPONENT)</td>
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<td>Major: EDUC 344 Methods of Teaching Elementary LA/SS/Art <strong>CP4</strong>**</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**
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<th>Course</th>
<th>Summer 1</th>
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<th>Summer 2</th>
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<td>EDSP 630 INTERDISCIPLINARY STUDIES IN A DIVERSE CLASSROOM</td>
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<td>EDSP 635 INCLUSION</td>
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<td>EDSP 705 THESIS SEMINAR</td>
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<th>Spring Semester</th>
<th>HRS</th>
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<tr>
<td>EDSP 625 SCHOOL BASED ASSESSMENT AND IMPLEMENTING DATA-DRIVEN DECISIONS</td>
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<td>EDSP 640 ASSISTIVE TECHNOLOGY</td>
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<tr>
<td>EDSP 720 CAPSTONE RESEARCH PROJECT I</td>
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<td>EDSP 725 CAPSTONE RESEARCH PROJECT II</td>
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<td>STUDENT OFFICIALLY GRADUATES WITH MA</td>
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</table>

*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: Content Area Certification Program + MA Special Education (4+1) Program Requirements

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 experience associated with EDUC 222.
- Course Instructor completes the TC PDS at the end of EDUC 222.

- 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 experience associated with EDUC 360.

- 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 Clinical Practice II.
- Clinical Supervisor completes the CCI at the end of Clinical Practice II.
- Cooperating Teacher completes the CCI at the end of Clinical Practice II.
- Teacher Candidate completes the CCI at the end of Clinical Practice II.
# Appendix I: Teacher Candidate Professional Dispositions Survey

![Logo](image)

**Teacher Candidate’s Name**

**Completer’s Name**

**Completer’s Role (check one):**  
- [ ] Course Instructor  
- [ ] Cooperating Teacher  
- [ ] Teacher Candidate

**Requirement For:**  
EDUC ___________________ *(Please fill in with course number and section.)*

**Definition:** Behaviors can reveal *dispositions* essential for effective teaching. Education accrediting bodies and teacher educators characterize dispositions as professional attitudes, values, and beliefs teacher candidates reveal through verbal and non-verbal behavior as they work with students, families, colleagues, and the wider community. Positive behaviors can support the professional growth of teachers and student learning and development.

**Instructions:** Reflect on the teacher candidate’s professional behaviors in each of the five categories and rate their performance to date according to the scale below. In each comment box, provide specific instances and examples in which the teacher candidate exhibited the behavior and criteria. Complete category six only when there is a dispositional concern. Please sign and date the bottom of the last page of the form at the time of completion/submission.

4- If the teacher candidate *exceeds expectations* for the target behavior, check 4.
3- If the teacher candidate *meets expectations* for the target behavior, check 3.
2- If the teacher candidate *approaches expectations* for the target behavior, check 2.
1- If the teacher candidate *does not meet expectations* for the target behavior, check 1.

**Not Observed:** If the teacher candidate *does not have the opportunity* to demonstrate the target behavior, check N/O.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>Criteria</th>
<th>N/O</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
</table>
| **Behavior I.**  
**Effective Communication** | 1. Demonstrates listening by: making eye contact with speaker, attentive facial and body language and/or gestures, and/or pertinent questions/comments for the speaker  
(InTASC: 3; NJPST: 3; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2) | N/O |  |  |  |  |
| | 2. Expresses ideas using clear oral language that is reasonably free from distracting errors interfering with communication  
(InTASC: 3; NJPST: 3; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2) | N/O |  |  |  |  |
| | 3. Writes clear, well-organized, reader-based prose that is reasonably free from distracting errors interfering with communication  
(InTASC: 3; NJPST: 3; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2) | N/O |  |  |  |  |
| | 4. Uses appropriate tone and language in speaking and writing  
(InTASC: 3; NJPST: 3; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2) | N/O |  |  |  |  |
<p>| <strong>Comments:</strong> | | | | | | |</p>
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<tr>
<th>Professional Behaviors</th>
<th>Criteria</th>
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<td><strong>Behavior II.</strong></td>
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<td>*Collaboration and Open-</td>
<td>1. Interacts and collaborates with others (instructors, peers, students,</td>
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<td>Mindedness</td>
<td>cooperating teachers, supervisors, and other professionals) in a</td>
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<td>thoughtful, considerate, and respectful manner</td>
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<td>2. Acknowledges alternative perspectives and viewpoints in discussion</td>
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<td>3. Inquires about new ideas and understandings in the field</td>
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<td><em>Ethical Behavior</em></td>
<td>1. Respects intellectual property and perspectives of others by citing</td>
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<td>resources and references to avoid plagiarism</td>
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<td><em>(InTASC: 9; NJPST: 11; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)</em></td>
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<td>2. Adheres to the NJ Professional Standards for Teachers on ethics</td>
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<td>(e.g., exercises integrity, fairness, safety, and confidentiality)</td>
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<td>3. Abides by all school and workplace policies</td>
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<td>4. Accepts responsibility for his/her own actions</td>
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<td><strong>Behavior IV.</strong></td>
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<td><em>Caring Attitude</em></td>
<td>1. Demonstrates respectful behavior towards others (instructors, peers,</td>
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<td>students, cooperating teachers, supervisors, and other professionals)</td>
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<td>with regards to ability, disability, diversity, community culture, and</td>
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<td>2. Shows kindness and concern when working with others</td>
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<td>3. Demonstrates enthusiasm for and a commitment toward teaching and</td>
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86
### Professional Behaviors

<table>
<thead>
<tr>
<th>Criteria</th>
<th>N/O</th>
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<tr>
<td><strong>Behavior V.</strong></td>
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<tr>
<td><strong>Professionalism</strong></td>
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<tr>
<td>1. Attends classes/clinical settings and is punctual and reliable</td>
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<td>(InTASC: 9; NJPST: 11; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)</td>
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<td>2. Completes work on time that meets the criteria for acceptability</td>
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<td>(InTASC: 9; NJPST: 11; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)</td>
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<td>3. Shows initiative in classes/clinical settings (e.g., contributes,</td>
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<td>volunteers, asks questions)</td>
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<td>(InTASC: 10; NJPST: 10; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)</td>
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<td>4. Seeks, accepts, and uses constructive criticism and feedback from</td>
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<td>instructors, peers, students, cooperating teachers, supervisors, and</td>
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<td>other professionals</td>
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<td>(InTASC: 9, 10; NJPST: 9, 10; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)</td>
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</table>

**Comments:**

This teacher candidate exhibited a dispositional behavior/s that may be inconsistent with the expected behaviors of pre-professionals. These behaviors may include, but are not limited to, lack of professionalism, lack of motivation, health problems, economic problems, communication difficulties, interpersonal relations, or other dispositional issues.

(InTASC: 2, 3, 9, 10; NJPST: 2, 3, 9, 10, 11; CAEP: 1.1, 2.3, 3.3, 3.6, 5.1, 5.2)

**Please explain:**

Completer’s Signature ___________________________________________ Date __________________________

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Appendix J: Observation and Conference Report

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 two (2) 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 one (1) O&C after one (1) formal observation and post-observation conference.

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 and/or virtual 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 (in-person and/or online).
2 - Novice - Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions (in-person and/or online) 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 (in-person and/or online).
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 (in-person and/or online).

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 - Delivers 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 remain 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 K: 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 procedures for using the CCI are 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 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 Clinical Practice II, the clinical supervisor and cooperating teacher observe the clinical intern 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) 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.
7) 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 earns 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:
- **Early September:** Clinical intern completes an initial pre-assessment/self-evaluation CCI;
- **Mid-/Late February:** Supervisor and cooperating teacher complete separate formative/midpoint CCIs; and
- **Late April/Early May:** Intern, supervisor, and cooperating teacher complete separate summative/final CCIs.
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: ______________________________________________

99
<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>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>The clinical intern’s lessons:  ● Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard nor too easy); ● Address individual developmental differences in the instructional activities by differentiating instruction; ● Are cognitively challenging for all learners; ● Are aligned to standards.</td>
<td>The clinical intern’s lessons:  ● Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard nor too easy); ● Address individual developmental differences in the instructional activities by differentiating instruction; ● Are cognitively challenging for all learners; ● Take into account each learner’s background knowledge and builds on learners’ strengths and needs; ● Are aligned to standards.</td>
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<tr>
<td>1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.</td>
<td>The clinical intern interacts with learners in an appropriate 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 (in-person and/or online).</td>
<td>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 (in-person and/or online) through verbal and nonverbal interactions but</td>
<td>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 classroom (in-person and/or online).</td>
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<tr>
<td>1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic, and social differences.</td>
<td>The clinical intern interacts with learners in an appropriate 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 (in-person and/or online).</td>
<td>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 (in-person and/or online) through verbal and nonverbal interactions but</td>
<td>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 classroom (in-person and/or online).</td>
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</table>
Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<table>
<thead>
<tr>
<th>Standard(s)</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
</table>
| 2.1 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 guidelines and shared expectations. | 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;  
- Relate content from various perspectives;  
- Establish an inclusive learning community with clear and explicit guidelines and shared expectations. |
2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.

<table>
<thead>
<tr>
<th>Standard # 3: Learning Environment</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 clinical intern:</td>
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<tr>
<td>● Engages the learner in one-word responses most of the time;</td>
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<tr>
<td>● Does not provide any academic support to English language learners;</td>
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<tr>
<td>● Struggles to provide academic support to English language learners.</td>
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<td>The clinical intern:</td>
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<tr>
<td>● Needs to engage in academic discussions that involve more than one-word responses;</td>
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<tr>
<td>● Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</td>
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<td>● Provides rudimentary support to the learner in language and literacy development.</td>
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<td>The clinical intern:</td>
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<tr>
<td>● Supports the learner in language and literacy development;</td>
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<td>● Encourages the learner to engage in academic discussions that involve more than one-word responses;</td>
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<tr>
<td>● Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner.</td>
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<tr>
<td>The clinical intern:</td>
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<tr>
<td>● Provides the learner with vocabulary reinforcement and/or modifications;</td>
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<tr>
<td>● Encourages the learner to engage in academic discussions that involve more than one-word responses;</td>
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<tr>
<td>● Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner;</td>
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<tr>
<td>● Supports the learner in language and literacy development;</td>
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<tr>
<td>● Uses the learners’ cultural background to contribute to student learning.</td>
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</table>

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

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

3.2 The clinical intern uses effective classroom management techniques.

| The clinical intern manages the class by: |          |        |            |                     |              |
| ● Enforcing effective classroom rules (in-person and/or online); |          |        |            |                     |              |
| ● Engaging in positive and supportive student-teacher interactions. |          |        |            |                     |              |
| The clinical intern manages the class by: |          |        |            |                     |              |
| ● Enforcing effective classroom rules (in-person and/or online); |          |        |            |                     |              |
| ● Engaging in positive and supportive student-teacher interactions; |          |        |            |                     |              |
| ● Facilitating effective student-student interactions; |          |        |            |                     |              |
| ● Provides a positive, low-risk learning environment. |          |        |            |                     |              |

| The clinical intern manages the class by: |          |        |            |                     |              |
| ● Enforcing effective classroom rules (in-person and/or online); |          |        |            |                     |              |
| ● Implementing smooth transitions; |          |        |            |                     |              |
| ● Engaging in positive and supportive teacher-student interactions; |          |        |            |                     |              |
| ● Facilitating effective student-student interactions; |          |        |            |                     |              |
| ● Effectively implementing a variety of groupings and activities; |          |        |            |                     |              |
environment (in-person and/or online) that reveals mutual respect among students.

- Provides a positive, low-risk learning environment (in-person and/or online) that reveals mutual respect among students.

3.3 Learners are actively participating and engaged in the lesson.

| Learners are not engaged in the lesson but are distracted and not paying attention. |
| Learners are somewhat engaged in the lesson by: |
| - Discussing; |
| - Participating; |
| - Raising their hands; |
| - Paying attention at their desks. |
| Learners are engaged in the lesson by: |
| - Applying the content through hands-on activities; |
| - Discussing; |
| - Actively participating; |
| - Displaying interest and enthusiasm. |
| 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.

<p>| There is very little collaboration taking place in the classroom (in-person and/or online), which would enhance positive peer relationships. |
| Learners need to (in-person and/or online): |
| - Collaborate with peers more frequently; |
| - Actively discuss with peers; |
| - Coach/mentor a peer. |
| Learners are (in-person and/or online): |
| - Collaborating with peers; |
| - Actively discussing with peers; |
| - Coaching/mentoring a peer; |
| - Establishing positive peer interactions. |
| Learners are (in-person and/or online): |
| - Collaborating with peers in cognitively challenging and relevant activities; |
| - Actively discussing with peers; |
| - Coaching/mentoring a peer; |
| - Using positive language to support each other; |
| - Establishing positive peer interactions. |</p>
<table>
<thead>
<tr>
<th>Standard #4: Content Knowledge</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 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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</tbody>
</table>

4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.

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<thead>
<tr>
<th>The clinical intern:</th>
<th>The clinical intern:</th>
<th>The clinical intern:</th>
<th>The clinical intern:</th>
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</thead>
<tbody>
<tr>
<td>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>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>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>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>
</tr>
</tbody>
</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 (in-person and/or online) 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 (in-person and/or online) activities and strategies that engage them in critical thinking and problem solving in the content area; Responses 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 (in-person and/or online) 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>
<th>Integrates reading, writing, speaking, and listening.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not use a variety of print sources to teach literacy;</td>
<td>The clinical intern: Does not use a variety of print sources to teach literacy; Also emphasizes comprehension; Does not use age-appropriate literacy strategies.</td>
</tr>
<tr>
<td>Rarely emphasizes comprehension;</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>
</tr>
<tr>
<td>Does not use age-appropriate literacy strategies.</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>
</tr>
</tbody>
</table>

Standard #5: Application of Content

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.</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 at least one other content area.</td>
</tr>
<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; ● Using critical thinking and creativity to generate new ideas and novel approaches 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>
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<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.</td>
<td>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 writing 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>
</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 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>Learners are mostly reading the same textbook and a few supplemental 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>
<td>Learners are engaged in:  - 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>Learners are engaged in:  - Reading a variety of informational texts;  - 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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</table>

<p>| 5.6 Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas. | Learners are engaged in quantitative reasoning in mathematics lessons only. There is no 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 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. | 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. |</p>
<table>
<thead>
<tr>
<th>Standard #6: Assessment</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 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.</td>
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</table>

### 6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.

<table>
<thead>
<tr>
<th></th>
<th>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</th>
<th>The lesson plans contain:</th>
<th>The lesson plans contain:</th>
<th>The lesson plans contain:</th>
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</thead>
<tbody>
<tr>
<td>6.1.1</td>
<td>The lesson plans contain:</td>
<td>An assessment to evaluate each objective;</td>
<td>A clear assessment strategy for how each objective will be evaluated;</td>
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<tr>
<td></td>
<td>● A general assessment to evaluate the students;</td>
<td>● A rubric that is designed to measure objectives;</td>
<td>● Rubrics and/or criteria that are designed specifically for each objective;</td>
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<tr>
<td></td>
<td>● General rubrics, which need more specific criteria and alignment with the objectives/outcomes;</td>
<td>● A few formative assessments that monitor learners’ progress;</td>
<td>● Formative assessments that are built into the lesson to monitor learners’ progress;</td>
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<tr>
<td></td>
<td>● A few formative assessments to monitor learners’ progress.</td>
<td>● A benchmark for measuring achievement.</td>
<td>● A measure or method of collecting data for each objective;</td>
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</tbody>
</table>

### 6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.

<table>
<thead>
<tr>
<th></th>
<th>The clinical intern provides minimal feedback to the students.</th>
<th>The clinical intern:</th>
<th>The clinical intern:</th>
<th>The clinical intern:</th>
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</thead>
<tbody>
<tr>
<td>6.2.1</td>
<td>The clinical intern:</td>
<td>Uses assessment data to provide feedback to learners in a positive manner;</td>
<td>Uses assessment data to differentiate instruction based on students’ needs;</td>
<td></td>
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<tr>
<td></td>
<td>● Provides feedback to learners in a positive manner;</td>
<td>● Works with learners to help them understand their own performance;</td>
<td>● Uses assessment data to provide feedback to learners in a positive manner;</td>
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<tr>
<td></td>
<td>● Works with learners to help them understand their own performance;</td>
<td>● Provides feedback to students on a continual basis.</td>
<td>● Works with learners to help them understand their own performance;</td>
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</tbody>
</table>

109
**Standard #7: Planning for Instruction**
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.

<table>
<thead>
<tr>
<th>7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all 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 textbook is used as the only source of material.</td>
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<tr>
<td>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.</td>
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<tr>
<td>The instructional materials and resources used in the lessons:</td>
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<tr>
<td>- Are well chosen to meet the lesson objectives;</td>
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<tr>
<td>- Meet the needs of all learners including struggling readers and English language learners;</td>
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<tr>
<td>- Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook.</td>
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<table>
<thead>
<tr>
<th>7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little or no technology integration in the lessons.</td>
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<tr>
<td>When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.</td>
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<tr>
<td>When available, technology use:</td>
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<tr>
<td>- Promotes meaningful learning;</td>
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<tr>
<td>- Involves the learners who are engaged in using the technology;</td>
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<tr>
<td>- Provides interest and meaning to the learning activities.</td>
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<tr>
<td>When available, technology use:</td>
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<tr>
<td>- Promotes meaningful and deep learning;</td>
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<tr>
<td>- Involves the learners who are engaged in using the technology;</td>
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<tr>
<td>- Is integral to the learning activities;</td>
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<tr>
<td>- Provides interest and meaning to the learning activities.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.</th>
<th>Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
<th>Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The lessons are not effectively organized and missing several components of a well-constructed lesson plan.</td>
<td></td>
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<tr>
<td>The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the</td>
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<tr>
<td>The lessons contain:</td>
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</tr>
<tr>
<td>- Appropriately written objectives aligned to standards;</td>
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<tr>
<td>- A good introduction which may include a motivating hook</td>
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<tr>
<td>The lessons contain:</td>
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<tr>
<td>- Clear and appropriately written objectives that are aligned to standards;</td>
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<tr>
<td>- A well-constructed introduction including a</td>
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</table>
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.

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).

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.
<table>
<thead>
<tr>
<th>Standard #8: Instructional Strategies</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 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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</table>

| 8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking). | The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions. | The clinical intern asks questions throughout the lessons that: Often are “yes” or “no” questions; Ask students about vocabulary words; Do not use correct academic language for the discipline. | 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. | 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; 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. | |
| | | | | | |

<p>| 8.2 The clinical intern varies their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant). | The clinical intern engages in direct instruction only without varying their role during the lesson. | The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole class. | 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. | 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. | |</p>
<table>
<thead>
<tr>
<th>8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical intern does not model any strategy or skill before having the learners apply it.</td>
</tr>
<tr>
<td>The clinical intern occasionally models a strategy or skill and does a brief think aloud.</td>
</tr>
<tr>
<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 having students practice or apply it; Uses Think alouds to show their own thought processes when using the strategy/skill.</td>
</tr>
<tr>
<td>The clinical intern models how to apply a specific strategy/skill before having students practice or apply it; Uses Think alouds to show their own thought processes when using the strategy/skill.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.</td>
</tr>
<tr>
<td>The clinical intern uses allotted time to: Implement a lesson with an introduction, activities, and summary; Assess the learning outcomes.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Standard #9: Professional Learning and Ethical Practice</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

| 9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy. | The clinical intern does not provide a reflection on improvement of professional practice. | The clinical intern provides 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. | |
**Standard #10: Leadership and Collaboration**
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.

<table>
<thead>
<tr>
<th>10.1 The clinical intern provides evidence of contributing to school and/or district by voluntarily offering assistance, and participating in school district events, projects, extra-curricular activities.</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 does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities (in-person and/or online).</td>
<td>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects, or activities (in-person and/or online).</td>
<td>The clinical intern provides evidence of: Attending professional in-service training, school district meetings, conferences, and workshops (in-person and/or online); Participating in school activities (in-person and/or online) such as plays, concerts, trips, sports, and celebrations; Attending school meetings (in-person and/or online) such as PTA, faculty meetings, or conferences.</td>
<td>The clinical intern provides evidence of: Actively participating in professional in-service training, school district meetings, conferences, and workshops (in-person and/or online); Providing additional assistance to learners through tutoring before or after school (in-person and/or online); Participating in school activities (in-person and/or online) such as plays, concerts, trips, sports, and celebrations; Attending school meetings (in-person and/or online) such as PTA, faculty meetings, and/or parent-teacher conferences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard 11: Professional Responsibility</td>
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<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>
<td></td>
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</tbody>
</table>

<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></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

11.1 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.

| The clinical intern did not foster and maintain a classroom environment (in-person and/or online) by acting in a professionally responsible manner. |
| The clinical intern needs to improve in one of the following: Following the school’s professional code of conduct; Consistently adhering to school and district policies; 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. |
| The clinical intern acts in a professionally responsible manner by: Following the school’s professional code of conduct; Consistently adhering to 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 acts in a professionally responsible manner by: Following the school’s professional code of conduct; Consistently adhering to school and district policies; 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. |
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 most of the time;
- Dresses professionally;
- Is reliable, punctual, and meets deadlines;
- Communicates with colleagues in a professional manner;
- Implements feedback and suggestions to improve practice.

The clinical intern usually:
- Adheres to school professional code of conduct;
- Maintains a calm demeanor most of the time;
- Dresses professionally;
- Is reliable, punctual, and meets most deadlines;
- Implements some of the feedback and suggestions to improve practice.

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:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Appendix L: Taskstream User Guide for Clinical Interns

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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Submitting the Requirement to Your Evaluator................................................................. 9
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 is 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.
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) 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 M: Taskstream User Guide for Evaluators: Clinical Supervisors and Cooperating Teachers

Ramapo College of New Jersey
Teacher Education & Certification Program

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

Taskstream Support
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Email: support@watermarkinsights.com (preferred)

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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 is 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.

![Evaluator tab](image)

4. **Once logged in to Taskstream**, your home page should look similar to the image below.

![Home page](image)
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 have 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 have 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 N: 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 O: Teacher Education Lesson Plan Template Parts A-C

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 you will 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 did not go as well? Why? If you were to teach this lesson again, what changes would you make and why?)
Appendix P: 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 Assistant Dean of Teacher Education for further guidance.

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

Late August through September

______ Read the clinical practice section of the Teacher Education Handbook, including your assigned school district’s student and teacher handbooks, policy manuals, website, newsletters, etc.

______ 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 (physical and/or virtual) and any other back-to-school preparations necessary; tour your school building, if possible, and introduce yourself to teachers, staff, and administrators

______ Obtain copies of curriculum guides, textbooks, and other resources your cooperating teacher and students utilize (hard copy and/or digital)

______ Attend Clinical Practice Orientation and edTPA Support Sessions; if these dates conflict you’re your regular clinical practice schedule, communicate them to your cooperating teacher as far in advance as possible and provide friendly reminders, as necessary

______ Within the first two weeks of Clinical Practice I, 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, 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 Assistant Dean of Teacher Education

October

______ Continue to observe your cooperating teacher

______ Assist with attendance, grading, creation of instructional materials, 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 and closing exercises, 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 the corresponding lesson plan through the Taskstream platform; establish dates for your second/final formal observation of Clinical Practice I

________ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Assistant Dean of Teacher Education

**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 formal observation by your clinical supervisor and first formal observation by your cooperating teacher; submit the corresponding lesson plans through the Taskstream platform

________ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Assistant Dean of Teacher Education

**Early to mid-December**

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

________ Ensure that you have completed a minimum of 22 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 Assistant Dean of Teacher Education
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 Clinical Practice Seminars and edTPA Support Sessions; if these dates/times conflict with your regular clinical practice schedule, communicate them 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; submit the corresponding lesson plan through the Taskstream platform
______ Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Assistant Dean of Teacher Education

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; 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 Assistant Dean of Teacher Education

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 first formal observation by your cooperating teacher (if not already completed); submit these lesson plans through the Taskstream platform.

Communicate questions and concerns to your cooperating teacher and/or clinical supervisor and/or the Assistant Dean of Teacher Education.

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; submit the corresponding 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 Assistant Dean of Teacher Education.

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. Brian Chinni, Assistant Dean of Teacher Education: (201) 684-7613 / bchinni@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 Q: 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 Assistant Dean of Teacher Education 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 complete any necessary paperwork and watch the training videos shared with you
______ 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)
______ At minimum, check in with your clinical intern on a weekly basis and check in with their cooperating teacher on a bi-weekly basis to discuss goals, progress, questions, concerns, and any support needed throughout Clinical Practice
______ Schedule your first formal observation of your clinical intern to take place within the month of October
______ Communicate concerns to the Assistant Dean of Teacher Education; 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 formal observations of Clinical Practice I
______ Inquire as to the status of your intern’s edTPA portfolio preparations
______ Communicate concerns to the Assistant Dean of Teacher Education; 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 formal observation 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 and submit a completed Observation & Conference Report through Taskstream.
- Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observation two (2).
- 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.
- 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 22 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 Assistant Dean of Teacher Education; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: [https://tinyurl.com/yyrbhpf9](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 second 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 two (2).
- Complete and submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform if not already submitted.
- Ensure that your clinical intern’s cooperating teacher has conducted their first formal observation of the clinical intern and submitted a completed Observation & Conference Report through Taskstream; review the cooperating teacher’s feedback with the clinical intern if not already completed.
- 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 Assistant Dean of Teacher Education; formally document concerns using Ramapo College’s Teacher Education Student Referral Form: [https://tinyurl.com/yyrbhpf9](https://tinyurl.com/yyrbhpf9)
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).

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

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 in February or March.

Ensure that your clinical intern and the 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 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 Assistant Dean of Teacher Education; 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 conduct their first formal observation of the clinical intern and submit a completed Observation & Conference Report through Taskstream.

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.

Immediately after your third observation of CP2 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 by the end of 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 Assistant Dean of Teacher Education; 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 first formal observation of the clinical intern and submit a completed Observation & Conference Report through Taskstream 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 first formal observation if not already completed.

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 early March; please note, official edTPA submission will take place in mid-March).

Communicate concerns to the Assistant Dean of Teacher Education; 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.

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).

Ensure that your clinical intern and their cooperating teacher have reviewed your feedback from observations four (4) and five (5).

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 requirements established by the NJDOE, they may need to resubmit parts or all of their portfolio).

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 Assistant Dean of Teacher Education; 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:

Dr. Brian Chinni, Assistant Dean of Teacher Education
(201) 684-7613 / bchinni@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 R: 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 Assistant Dean of Teacher Education 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 complete any necessary paperwork and watch the training videos shared with you
______ 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 them self to teachers, staff and administrators, if possible
______ Provide your clinical intern with copies of curriculum guides, textbooks, student and faculty handbooks, and any other pertinent resources, including access to your district’s learning management system and other online teaching/learning tools
______ 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 Assistant Dean of Teacher Education; 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 within the month of November
______ Communicate concerns to the Assistant Dean of Teacher Education; 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)
______ Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation one (1)
______ Submit your Observation & Conference Report (O&C) through the Taskstream assessment management platform
______ Review the clinical supervisor’s feedback from their second formal observation
______ Confirm with your clinical intern and their clinical supervisor that the intern is on track to complete a minimum of 22 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 Assistant Dean of Teacher Education; 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 your feedback from your first formal observation and the clinical supervisor’s feedback from their second 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 Assistant Dean of Teacher Education; 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
______ 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 Assistant Dean of Teacher Education; 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 possible); document your observation and feedback using the Observation & Conference Report (O&C)
______ Ensure that your clinical intern and their clinical supervisor have reviewed your feedback from observation one (1)
______ Submit your completed Observation & Conference Report (O&C) through the Taskstream assessment management platform
______ 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
______ Submit your completed 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 formal observations do not take place)
______ Communicate concerns to the Assistant Dean of Teacher Education; 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 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

Submit your completed Observation & Conference Report (O&C) through the Taskstream assessment management platform if not already submitted

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 early March; please note, official edTPA submission will take place in mid-March)

Communicate concerns to the Assistant Dean of Teacher Education; 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-

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 requirements established by the NJDOE, they may need to resubmit parts or all of their portfolio)

Complete and submit the intern’s final Clinical Competency Inventory evaluation through the Taskstream assessment management platform by the end of the first full week of May, if possible

Communicate concerns to the Assistant Dean of Teacher Education; 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 supervisor

Contact Information

All questions and concerns related to Clinical Practice:

Dr. Brian Chinni, Assistant Dean of Teacher Education
(201) 684-7613 / bchinni@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