Teacher Education
Clinical Practice Orientation for Cooperating Teachers
Ramapo College of New Jersey
2021-2022
Agenda

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

● Clinical Practice Observation and Evaluation Instruments
  ○ Observation & Conference Report and Clinical Competency Inventory
  ○ Scores and Student Referral Form
  ○ Administration and Submission
  ○ Training Video

● Spring 2021 Clinical Practice Data Summary
  ○ Cooperating Teacher Survey
  ○ Clinical Supervisor Survey
  ○ Final Clinical Competency Inventory
Clinical Practice Overview
Clinical Practice Resources for Cooperating Teachers

- All Ramapo College Teacher Education & Certification Program resources can be found here: https://www.ramapo.edu/te/program-resources
  - Checklists
  - Clinical Competency Inventory
  - edTPA
  - Lesson Plan Template for Observations
  - Observation & Conference Report
  - Orientations and Trainings
  - TE Program Handbook
NJDOE Terminology for Teacher Education

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

● **Clinical Practice I** (CP1): first semester of Clinical Practice
  ○ Part-time; 2 days/week
  ○ 22 school days *minimum*
  ○ Timeframe: Late August/early September through first week of December
    ■ September 7 - December 3, 2021
      ● Can start earlier if attending district PD and end as late as December 21 if additional days are needed

● **Clinical Practice II** (CP2): second semester of Clinical Practice
  ○ Same setting as CP1, if possible
  ○ Full-time; 5 days/week
  ○ 60 school days *minimum*
  ○ Timeframe: New year through last week of April/first week of May
    ■ January 10 - May 6, 2022
      ● Can end as late as May 10 if additional days are needed
Clinical Practice Requirements for Interns

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

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

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

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

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

- Clarify expectations and timeline of expected activities

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

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

● Clinical Supervisor:
  ○ Conducts **one (1) informal observation** and **post-observation conference** to orient the intern to the observation process *(Oct.)*
  ○ Conducts **two (2) formal observations** and **post-observation conferences** *(Oct. & Nov.)*
  ○ Provides the intern with **weekly** guidance and support
  ○ Communicates with cooperating teacher on a **bi-weekly** basis

● Cooperating Teacher:
  ○ Conducts **one (1) formal co-observation** and **post-observation conference** with the clinical supervisor *(Nov.)*
  ○ Provides intern w/ **daily** guidance/support; regularly scheduled **formal check-in once/week**
  ○ Communicates with clinical supervisor on a **bi-weekly** basis
## Clinical Practice I: *Recommended Activity Schedule*

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

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

- **Clinical Supervisor:**
  - Conducts six (6) formal observations and post-observation conferences (Jan.-April)
  - Provides intern with weekly guidance and support
  - Communicates with cooperating teacher on a bi-weekly basis
  - Completes midpoint and final evaluations and conferences (Feb. & April)

- **Cooperating Teacher:**
  - Conducts one (1) formal co-observation and post-observation conference with the clinical supervisor (Feb. or March)
  - Provides intern w/ daily guidance/support; regularly scheduled formal check-in once/week
  - Communicates with clinical supervisor on a bi-weekly basis
  - Completes midpoint and final evaluations and conferences (Feb. & April)
## Clinical Practice II: *Recommended* Activity Schedule

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

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

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

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

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

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

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

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

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

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

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

Clinical Practice I - Fall 2021 *(Virtual)*

- **Elementary Interns:** Embedded into their *Clinical Practice I Capstone Seminar* course
  - Tuesday, October 5, 11:30 a.m. – 1:30 p.m.
  - Tuesday, October 26, 11:30 a.m. – 1:30 p.m.
  - Tuesday, November 9, 11:30 a.m. – 1:30 p.m.
  - Tuesday, November 23, 11:30 a.m. – 1:30 p.m.

- **Secondary Interns:** Three (3) distinct Friday sessions
  - Friday, October 8, 10:00 a.m. – 12:00 p.m.
  - Friday, October 29, 10:00 a.m. – 12:00 p.m.
  - Friday, November 19, 10:00 a.m. – 12:00 p.m.

Clinical Practice II - Spring 2022 – *Dates, Times and Locations TBA!*
Questions?
Clinical Practice
Observation and Evaluation
Instruments
Observation and Conference Report (O&C)

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

<table>
<thead>
<tr>
<th>O&amp;C Administrations &amp; Conferences</th>
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</thead>
<tbody>
<tr>
<td><strong>Clinical Practice I</strong></td>
</tr>
<tr>
<td><strong>Clinical Supervisor</strong></td>
</tr>
<tr>
<td>3 observations</td>
</tr>
<tr>
<td>(1 informal – no O&amp;C, 2 formal)</td>
</tr>
<tr>
<td><strong>Cooperating Teacher</strong></td>
</tr>
<tr>
<td>1 co-observation</td>
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</tbody>
</table>
Clinical Competency Inventory (CCI)

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

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

- For the formative/midpoint CCI evaluation, the required benchmark for a clinical intern to proceed with the second half Clinical Practice II without any required interventions/additional supports is **2.50**.
- For the summative/final CCI evaluation, the required benchmark for a clinical intern to be recommended for certification is **3.00**.

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

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

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

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

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

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

https://tinyurl.com/yyrbhpf9
Administration Guidelines and Procedures

Observation & Conference Reports:
- Clinical supervisors and cooperating teachers must observe the intern throughout Clinical Practice according to the schedule provided, discuss evidence from the observations with the intern, then complete the aligned O&C Google Form: https://forms.gle/HjqqAYqUaRFyFLrD8
- Confer with the intern and provide them with clear, actionable feedback; joint conferences are encouraged, when possible
  - Strengths
  - Areas for Improvement
  - Recommendations (instructional strategies, resources, goals with timelines, next steps)

Clinical Competency Inventories: (Midpoint and Final)
- Clinical supervisors and cooperating teachers should discuss the intern’s overall performance, to date, then complete the CCI Google Form independently: https://forms.gle/UyLidunyapuRZ6Ma8
  - Mid-/Late February: Formative/midpoint CCI evaluation
  - Late April/early May: Summative/final CCI evaluation
- It’s okay if supervisors and cooperating teachers don’t agree on each rating assigned!
- Confer with the candidate to explain ratings and feedback; joint conferences are encouraged
Submission of Completed O&Cs and CCIs

● For the 2021-2022 academic year, clinical interns, clinical supervisors and cooperating teachers are to use the following Google Forms to complete and submit O&Cs and CCIs:

  ● **Observation & Conference Report Google Form**: [https://forms.gle/6NQZfPXyYKUt1s4g6](https://forms.gle/6NQZfPXyYKUt1s4g6)
  
  ● **Clinical Competency Inventory Google Form**: [https://forms.gle/Lzuz3GhVkJQQD59d8](https://forms.gle/Lzuz3GhVkJQQD59d8)

● These links are embedded in all checklists and will be distributed through monthly email reminders as well
Please watch the following “Clinical Practice Observation and Evaluation Instruments” training video and complete the embedded quiz prior to completing any formal observations/evaluations: https://ramapo.techsmithrelay.com/yMnq

To allow for greater flexibility, the following procedural changes have been made for the 2021-2022 AY:

1. Only two (2) formal supervisor observations are required during CP1, not three (the first CP1 observation is informal, followed by two formal observations)
2. Only one (1) cooperating teacher co-observation is required during CP2, not two
3. Co-observations are strongly encouraged, but not mandatory if the logistics of a fully virtual and/or hybrid teaching schedule preclude them
Questions?
Spring 2021 Clinical Practice Data Summary
Cooperating Teacher Survey

Spring 2021
Cooperating Teacher Survey (Spring 2021)

N = 68 / 86 = 79% response rate (SP20: 73%; SP19: 74%)

- Rating scale: 1-4
  - Sections 1 and 2: 4 = Strongly agree; 3 = Agree; 2 = Neutral; 1 = Disagree
  - Section 3: 4 = Very likely; 3 = Likely; 2 = Neutral; 1 = Unlikely

<table>
<thead>
<tr>
<th>Survey Section</th>
<th>Spring 2021</th>
<th>Spring 2020</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Quality of Training/Support</td>
<td>3.73</td>
<td>3.71</td>
<td>3.52</td>
</tr>
<tr>
<td>2.1 - Experience with Supervisor as a Model</td>
<td>3.74</td>
<td>3.79</td>
<td>3.59</td>
</tr>
<tr>
<td>2.2 - Experience with Supervisor as a Mentor</td>
<td>3.66</td>
<td>3.74</td>
<td>3.38</td>
</tr>
<tr>
<td>2.3 - Experience with Supervisor as a Coach</td>
<td>3.66</td>
<td>3.69</td>
<td>3.23</td>
</tr>
<tr>
<td>2.4 - Experience with Supervisor as an Evaluator</td>
<td>3.66</td>
<td>3.73</td>
<td>3.39</td>
</tr>
<tr>
<td>3 - Likelihood of Mentoring Another Ramapo Teacher Candidate</td>
<td>3.43</td>
<td>3.45</td>
<td>3.42</td>
</tr>
<tr>
<td>Mean Range</td>
<td>3.43 - 3.74</td>
<td>3.45-3.79</td>
<td>3.23-3.59</td>
</tr>
</tbody>
</table>
Cooperating Teacher Survey (Spring 2021)

**Indicators with Highest Ratings:** (3.76-3.79/4.00; Strongly Agree)

- **Indicator 1.3:** Ramapo College **faculty, staff, and administrators** involved in supporting clinical interns, cooperating teachers, and clinical supervisors were **responsive and helpful.**  3.76
- **Indicator 2.1:** As a **model,** the clinical supervisor demonstrated **characteristics of a professional educator.**  3.76
- **Indicator 2.13:** As an **evaluator,** the clinical supervisor **completed the required number of observation reports.**  3.79

**Indicators with “Lowest” Ratings:** (3.43-3.56/4.00; Agree and Likely)

- **Indicator 2.8:** As a **mentor,** the clinical supervisor **assisted the intern in preparing for full teaching responsibilities** during Clinical Practice II.  **3.56** (SP20: 3.63; SP19: 3.23)
- **Indicator 2.17:** As an **evaluator,** the clinical supervisor **discussed the intern's performance with me** on an ongoing basis.  **3.47** (SP20: 3.60; SP19: 3.32)
- **Indicator 3.3:** Overall, **how likely are you to mentor another preservice teacher** candidate from Ramapo’s Teacher Education & Certification Program in the near future?  **3.43**

**Actions Already Taken Based on Data:**

- Creation of **Clinical Practice Checklists** for all parties so roles, responsibilities, and expectations are clear
Clinical Supervisor Survey
Spring 2021
Clinical Supervisor Survey (Spring 2021)

N = 30 / 42 = 71% response rate (SP20: 62%; SP19: 67%)
● Rating scale: 1-4
  ○ Sections 1 and 2: 4 = Strongly agree; 3 = Agree; 2 = Neutral; 1 = Disagree

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<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Quality of Training/Support</td>
<td>3.89</td>
<td>3.86</td>
<td>3.86</td>
</tr>
<tr>
<td>2.1 - Experience with Cooperating Teacher as a Model</td>
<td>3.83</td>
<td>3.84</td>
<td>3.80</td>
</tr>
<tr>
<td>2.2 - Experience with Cooperating Teacher as a Mentor</td>
<td>3.86</td>
<td>3.80</td>
<td>3.67</td>
</tr>
<tr>
<td>2.3 - Experience with Cooperating Teacher as a Coach</td>
<td>3.83</td>
<td>3.77</td>
<td>3.65</td>
</tr>
<tr>
<td>2.4 - Experience with Cooperating Teacher as an Evaluator</td>
<td>3.86</td>
<td>3.78</td>
<td>3.66</td>
</tr>
<tr>
<td>Mean Range</td>
<td>3.83 - 3.89</td>
<td>3.77-3.86</td>
<td>3.65-3.86</td>
</tr>
</tbody>
</table>
Clinical Supervisor Survey (Spring 2021)

Indicators with Highest Ratings: (3.93-3.97/4.00; Strongly Agree)

- **Indicator 1.3**: Faculty and staff involved in supporting clinical interns, cooperating teachers, and clinical supervisors were responsive and helpful. 3.93 (SP20: 3.94; SP19: 4.00)
- **Indicator 2.6**: As mentors, the cooperating teachers accepted the interns as professional colleagues. 3.93
- **Indicator 2.9**: As mentors, the cooperating teachers were supportive of the interns throughout year-long Clinical Practice. 3.97
- **Indicator 2.13**: As coaches, the cooperating teachers acquainted the interns with instructional technology and provided instruction in its use when necessary. 3.93
- **Indicator 2.16**: As evaluators, the cooperating teachers formally observed the interns teaching and completed the required number of observation reports. 3.93

Indicators with “Lowest” Ratings: (3.70-3.73/4.00; Strongly Agree)

- **Indicator 2.1**: As models, the cooperating teachers demonstrated characteristics of master teachers and professional educators. 3.73
- **Indicator 2.10**: As coaches, the cooperating teachers assisted and advised the interns in the development of lesson plans. 3.73
- **Indicator 2.12**: As coaches, the cooperating teachers assisted the interns with setting goals and monitoring progress. 3.70 (SP20: 3.69)

Actions Already Taken Based on Data:

- Creation of Clinical Practice Checklists for all parties so roles, responsibilities, and expectations are clear
- Creation of online clinical practice training videos so those who cannot make orientation/training can complete training remotely
Final Clinical Competency Inventory

Spring 2021

Data summary for analysis and feedback
Final Clinical Competency Inventory (Spring 2021)

N = 76 (SP20 N = 57; SP19 N = 42)

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

Overall Scores:

- **Elementary:** N = 50 (SP20 N = 30; SP19 N = 23)
  - Combined: 3.55 (SP20: 3.68; SP19: 3.55)
  - Supervisor: 3.56 (SP20: 3.69; SP19: 3.62)
  - Cooperating Teacher: 3.55 (SP20: 3.67; SP19: 3.48)

- **Secondary:** N = 26 (SP20 N = 27; SP19 N = 19)
  - Combined: 3.49 (SP20: 3.51; SP19: 3.51)
  - Supervisor: 3.44 (SP20: 3.49; SP19: 3.54)
  - Cooperating Teacher: 3.54 (SP20: 3.54; SP19: 3.48)
Final CCI (Spring 2021)

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

- **3.1** - The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication. **3.86** (SP20: 3.86; SP19: 3.74)
- **11.1** - The clinical intern fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner. **3.80** (SP20: 3.80; SP19: 3.93)
- **11.2** - The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers and learners). **3.83** (SP20: 3.80; SP19: 3.85)

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

- **2.2** - The clinical intern incorporates multicultural content and perspectives into the lesson. **3.35** (SP20: 3.41; SP19: 3.34)
- **2.3** - The clinical intern designs and/or implements strategies to support learners whose first language is not English. **3.31** (SP20: 3.39; SP19: 3.29)
- **5.2** - Learners apply content knowledge to solve real world problems through collaboration. **3.34**
- **5.6** - Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas. **3.34** (SP20: 3.42; SP19: 3.28)

**Actions Already Taken Based on Data:**

- Provide specific examples of evidence for indicators 2.2, 2.3, and 5.6 within the online observation/evaluation training video
- Provide interns with the opportunity to observe other classrooms, specifically those with ELLs and teachers who support students whose first language isn’t English
Questions?
**Next Steps:**

1. If you haven’t already, establish the best means of communication with your clinical intern and their clinical supervisor; establish your intern’s CP1 visitation schedule

2. **Complete and return your “Cooperating Teacher Stipend Packet”**

3. Become familiar with the **Clinical Practice Resources** available on Ramapo College’s Teacher Education website: [https://www.ramapo.edu/te/program-resources](https://www.ramapo.edu/te/program-resources)

4. Print out and follow the **CP Checklist for Cooperating Teachers**

5. Watch the “**Clinical Practice Observation and Evaluation Instruments**” training video and complete the **embedded quiz by October 31**: [https://ramapo.techsmithrelay.com/yMnq](https://ramapo.techsmithrelay.com/yMnq)

6. Reach out with any questions/concerns
Dr. Brian Chinni, Assistant Dean of Teacher Education
All questions/concerns related to Clinical Practice and paperwork/stipends
(201) 684-7613 / bchinni@ramapo.edu

Mrs. Ashley Restaino, Accreditation & Assessment Coordinator
All questions/concerns related to observations, evaluations, and edTPA
(201) 684-7319 / arestai2@ramapo.edu
Thank you for giving back to the profession by dedicating your time to growing and developing the next generation of educators!