Teacher Education
Clinical Practice Orientation for
Clinical Supervisors
Ramapo College of New Jersey
2022-2023
Agenda

- **Administrative Reminders**
  - Supervisor Contracts and Mileage Reimbursement
  - Technology Support

- **Clinical Practice Overview**
  - Google Drive Resource Folder
  - Year-Long Clinical Practice Model
  - Requirements and Roles
  - Expectations and Timelines

- **Clinical Practice Observation and Evaluation Instruments**
  - Observation & Conference Report and Clinical Competency Inventory
  - Scores and Student Referral Form
  - Administration and Submission
  - Instructions for Additional New Supervisor Training

- **Next Steps and Q&A**
Administrative Reminders
Supervisor Contracts and Mileage Reimbursement

- **Supervisor contracts will be emailed next week**: please sign and return them as soon as possible; any issues, please email ASAP

- **Mileage reimbursement forms will be distributed in November and April**
  - Template: [https://docs.google.com/spreadsheets/d/1WH8FAYhAHEKAMjkdMMuHZ_hLjnVdu0O4/edit#gid=1969931323](https://docs.google.com/spreadsheets/d/1WH8FAYhAHEKAMjkdMMuHZ_hLjnVdu0O4/edit#gid=1969931323)
  - Mileage reports are also requested (i.e., Google Maps or MapQuest directions)
  - Examples will be provided to facilitate completion

- **New Fall 2022 Ramapo guidelines for mileage reimbursement:**
  - I need them 10 days after your last visit for timely submission
  - There is a 14-day window that we need to follow this year
  - Documentation includes car insurance information
Technology Support

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

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

- **Ramapo Gmail Account**
  - https://password.ramapo.edu/

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

- [https://drive.google.com/drive/u/0/folders/1H_abmrjtK9mvqjt3GvZa11B RtC6MkGX](https://drive.google.com/drive/u/0/folders/1H_abmrjtK9mvqjt3GvZa11B RtC6MkGX)

- **Folders:**
  - Checklists
  - Clinical Competency Inventory
  - Clinical Practice Forms
  - (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 6 - December 2, 2022**
      - Can start earlier if attending district PD and end as late as December 22 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: Start of new semester (or earlier, if possible) through last week of April/first week of May
    - **January 2-16 - May 5, 2023**
      - Can end as late as May 9 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, and attitude; clean up 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 cooperating teacher and/or school administrator
- K-12 students’ grades, school/medical records, legal documents, accommodation plans, etc. are strictly confidential
- 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 Requirements 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 evaluation

- If the teacher will be absent for more than one (1) week, the TE Assistant Dean and/or Program Asst. must be notified
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
- 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)
  - 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 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

- **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 with 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)
EdTPA Update

- NJ educator preparation programs *anticipate* that the Educative Teacher Performance Assessment will be eliminated as a NJ teacher certification requirement in the coming months.

- **At this time, the edTPA is still a certification requirement**
  - A bill has passed both houses of the NJ State Legislature.
  - The governor has conditionally vetoed the bill; undergoing slight revisions.
    - Expect that it will pass both houses again and that governor will sign.
  - Once bill officially becomes law, the NJDOE will issue guidance.

- As a result of the edTPA’s *anticipated* elimination, we are not having CP1 clinical interns spend time on it this fall; **if it’s still a certification requirement come January**, interns will be provided with ample resources and support sessions so they may complete the edTPA during CP2.
Questions?
Contact Information

Dr. Jordana Pestroy-Engler, Teacher Education Program Assistant
All questions/concerns related to **Clinical Practice, supervisory assignments, and contracts**: (201) 684-7050 / jengler@ramapo.edu

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator
All questions/concerns related to **observations and evaluations**: (201) 684-7319 / arestai2@ramapo.edu
Clinical Practice
Observation and Evaluation
Instruments
Observation and Conference Report (OCR)

- Performance-based, formative assessment instrument used to provide feedback to teacher candidates on **observed lessons**
- Aligned to 2013 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 OCR

<table>
<thead>
<tr>
<th>OCR Administrations &amp; Conferences</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Clinical Supervisor</td>
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<tr>
<td></td>
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<tr>
<td>Cooperating Teacher</td>
</tr>
</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>CCI Administrations &amp; Conferences</th>
<th>Clinical Practice I</th>
<th>Clinical Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Supervisor</td>
<td>0</td>
<td>2 (midpoint &amp; final)</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>0</td>
<td>2 (midpoint &amp; final)</td>
</tr>
<tr>
<td>Clinical Intern</td>
<td>1 (pre-assess.)</td>
<td>1 (post-assess.)</td>
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<tr>
<td>InTASC 2013</td>
<td>NJPST 2014</td>
<td>OCR and CCI</td>
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<tr>
<td>-----------------------------</td>
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</tr>
<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>
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<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>
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<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>
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<tr>
<td>8- Instructional Strategies</td>
<td>8- Instructional Strategies</td>
<td>8- Instructional Strategies</td>
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<tr>
<td>9- Professional Learning &amp; Ethical Practice</td>
<td>9- Professional Learning</td>
<td>9- Professional Learning &amp; Ethical Practice</td>
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<td></td>
<td>11- Ethical Practice</td>
<td>11- Professional Responsibility</td>
</tr>
</tbody>
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OCR 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**.

**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

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

**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

**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

**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)
Student Referral Form

- If at any time a clinical supervisor and/or cooperating teacher feel that the intern is not meeting expectations or requirements, the Assistant Dean and/or Program Asst. should be contacted as soon as possible.

- Serious academic and/or non-academic concerns should be documented using TE’s Student Referral Form: https://tinyurl.com/yyrbhpf9

- Must be filed if a teacher candidate does not meet the expected level of performance on the midpoint (2.50) and/or final (3.00) CCI evaluation/s.
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 OCR Google Form.
- 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.
  - 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 OCRs and CCIs

- During the 19-20 and 20-21 academic years, OCRs and CCIs were completed/submitted through an online assessment platform called Taskstream.
- Watermark phased out Taskstream and introduced a much more user-friendly platform, Student Learning & Licensure.
  - Implementation/piloting during the 23-24 AY.

- **Consistent with last year**, clinical interns, clinical supervisors, and cooperating teachers are to use the following *Google Forms* to complete and submit OCRs and CCIs for AY 2022-2023:
  - **Observation & Conference Report Google Form**: [https://forms.gle/Yd79ye12a6r5eDKp6](https://forms.gle/Yd79ye12a6r5eDKp6)
  - **Clinical Competency Inventory Google Form**: [https://forms.gle/eaAZT1tknxrGY4Wv6](https://forms.gle/eaAZT1tknxrGY4Wv6)

- These links are embedded in all checklists and will be distributed through monthly email reminders as well.
The *Clinical Practice Observation and Evaluation Instruments* training video is under construction. We look forward to providing you with an updated training video for the OCR and CCI in the near future!
NEW SUPERVISORS ONLY: Calibration Training - By September 30th

Practice using the Observation & Conference Report:

○ **Watch a video** of an authentic lesson through ATLAS
  ○ Go to: [https://atlas.nbpts.org/login](https://atlas.nbpts.org/login)
  ○ Log in using the following information:
    ○ Username: bchinni@ramapo.edu
    ○ Password: bcsc062792
  ○ Click on “My Dashboard” on the top right of the homepage
  ○ Click on “Manage My Saved Cases”
  ○ Select the video, *Analyzing the Prevalence of the Theme of “Strength of Love to Overcome Hardship” – Case 2211*
  ○ Read the “Instructional Context” and “Planning” sections provided below the video, then watch the 15-minute video in its entirety

○ **Take notes** on the observed lesson

○ **Issue scores** for OCR indicators 1-8 using the following Google Form: [https://forms.gle/XkZxZiTCzDx7U2zR8](https://forms.gle/XkZxZiTCzDx7U2zR8)

○ If any of your indicator scores fall outside the one-point range (based on cohort mean), the Accreditation & Assessment Coordinator will contact you to discuss acceptable evidence for meeting that indicator’s criteria; no word is good word!
Next Steps/September Tasks:

1. Reach out to your clinical interns and their cooperating teachers to introduce yourself and establish the best means of communication.
2. Contracts will be distributed in the next week, if not sooner.
3. Submit HR paperwork (new hires) and signed contract as soon as possible.
4. Set up your Ramapo Gmail account if you don’t already have one: https://password.ramapo.edu/
5. NEW SUPERVISORS ONLY: Complete calibration training: https://forms.gle/XkZxZiTCzDx7U2zR8
6. Become familiar with the Resource Folder for Ramapo College TE Clinical Supervisors; CP Checklist for Clinical Supervisors.
7. Schedule your first informal observation for early October.
8. Reach out to Dr. Jordana Pestrong-Engler and Ashley Restaino with any questions/concerns: jengler@ramapo.edu and arestai2@ramapo.edu
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Thank you for giving back to the profession by dedicating your time to growing and developing the next generation of educators!