Agenda

● Administrative Items
  ○ Cooperating Teacher Stipend Forms

● Clinical Practice Overview
  ○ Resources
  ○ Year-Long Model
  ○ Requirements and Roles
  ○ Expectations and Timelines

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

● Next Steps and Q&A
Administrative Items
Cooperating Teacher Stipend Forms

- Cooperating teacher stipend forms will be emailed within the next week
- Please complete the **Cooperating Teacher Agreement** and W-9 forms according to the **instructions provided**
- Stipends are **mailed** at the end of the academic year
- All **questions** related to CT stipends may be directed to Dr. Jordana Pestroy-Engler: [jengler@ramapo.edu](mailto:jengler@ramapo.edu)
Clinical Practice Overview
Clinical Practice Resources for Cooperating Teachers

- All Ramapo College Teacher Education Program resources can be found here: https://www.ramapo.edu/te/program-resources

  - General Resources
    - CT Stipend Packet
    - TE Program Handbook
    - Lesson Plan Template for Observations

  - Checklists

  - Orientation
    - Link and password to recording
    - PPT presentation

  - Observation and Evaluation Instruments (hard and digital copies)
    - Observation & Conference Report
    - Clinical Competency Inventory
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 results 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 Pestrong-Engler, Teacher Education Program Assistant
All questions/concerns related to Clinical Practice:
(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>
<th>Clinical Practice I</th>
<th>Clinical Practice II</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clinical Supervisor</strong></td>
<td>3 observations</td>
<td>6 observations</td>
</tr>
<tr>
<td></td>
<td>(1 informal – no OCR, 2 formal)</td>
<td></td>
</tr>
<tr>
<td><strong>Cooperating Teacher</strong></td>
<td>1 co-observation</td>
<td>1 co-observation</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 and 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)

### CCI Administrations & Conferences

<table>
<thead>
<tr>
<th></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>
</tr>
</tbody>
</table>
## Professional Teaching Standards

<table>
<thead>
<tr>
<th>InTASC 2013</th>
<th>NJPST 2014</th>
<th>OCR and CCI</th>
</tr>
</thead>
<tbody>
<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- Professional Learning &amp; Ethical Practice</td>
<td>9- Professional Learning &amp; Ethical Practice</td>
<td>9- Professional Learning &amp; Ethical Practice</td>
</tr>
<tr>
<td>11- Ethical Practice</td>
<td></td>
<td>11- Professional Responsibility</td>
</tr>
</tbody>
</table>
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.
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

For the 2022-2023 academic year, clinical interns, clinical supervisors, and cooperating teachers are to use the following Google Forms to complete and submit OCRs and CCIs:

- **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
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!
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

4. Print out and follow the Clinical Practice Checklist for Cooperating Teachers

5. Reach out with any questions/concerns
Questions?
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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!