

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:

Test Code	Test Name	Testing Window	Passing Score
5752	Core Academic Skills for Educators: *Combined Test* (includes all three subtests: reading, writing, math)	Continuous testing	-----
<i>OR</i>			
5713	Core Academic Skills for Educators: Reading	Continuous testing	156
5723	Core Academic Skills for Educators: Writing	Continuous testing	162
5733	Core Academic Skills for Educators: Mathematics	Continuous testing	150

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 August 2021

SCHEDULE AN ADMISSIONS REQUIREMENTS APPOINTMENT:

- 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 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

- **SAT (4/1/1995 – 2/28/2016)**
 - **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/>, 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/>
 - 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:

- 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*					
Fall Semester	Credits	✓	Spring Semester	Credits	✓
General Education: Keystone Course: INTD 101 First Year Seminar	4		General Education: Keystone Course: Quantitative Reasoning & Certification: MATH 101, 104, 106, 108 , 110 or 121	4	
General Education & SSHS School Core: SOSC 110 Social Science Inquiry	4		General Education: Keystone Course: AIID 201 Studies in Arts and Humanities	4	
General Education: Keystone Course: CRWT 102 Critical Reading and Writing II	4		Certification: PSYC 215 Learning, Cognition, & Teaching	4	
SSHS School Core & Certification: PSYC 101 Introduction to Psychology	4		Major: EDUC 211 Student Literacy Corps ^{CE1} (Urban)	4	
Total:	16		Total:	16	

Second Year**					
Fall Semester	Credits	✓	Spring Semester	Credits	✓
SSHS School Core: SOSC 235 History of Social Thought	4		Major: EDUC 222 Teaching: Principles and Practices ^{CE2}	4	
General Education: Distribution Category: Values & Ethics: Major: EDUC 221 Social Context of Education	4		General Education: Distribution Category: Systems, Sustainability, and Society: Choice from approved College list	4	
General Education: Keystone Course: Global Awareness: Recommended: ENST 209 World Sustainability <i>or</i> LITR 279 The Graphic Novel	4		Major: Choose one: Theories of Language and Pedagogy: LITR 302 Grammar: Theory and Pedagogy <i>or</i> LITR 203 Methods of Literary Study <i>or</i> LITR 306 Literary Theory	4	
Elective (Middle school content for those interested)	4		Elective (Middle school content for those interested)	4	
			Career Pathways Module 1: SSHS 001 Career Assessment/Advisor; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.	
Total:	16		Total:	16	

Summer Session		
Major: EDUC 241 Instructional Technology	4	

Third Year					
Fall Semester	Credits	✓	Spring Semester	Credits	✓
General Education: Keystone Course Scientific Reasoning & Certification: BIOL 101 Introduction to Biology	4		General Education: Keystone Course Historical Perspectives Recommended: HIST 101, 102, 109, or 110	4	
Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)	4		Major: MATH 210 Mathematics for Elementary Educators	4	
Major: EDUC 360 Introduction to Special Education ^{CE3****} EDUC 301: Topics in Special Ed. (co-req.)	4 2		Major: SCIN 215 Science for Elementary Educators	4	
Major: Choose One: Young Readers and Literary Forms: <u>LITR 308 Children's and Young Adult Literature</u> <i>or</i> <u>LITR 290-level Topics</u> (Permission Required) <i>or</i> <u>LITR 279 The Graphic Novel</u>	4		Major: EDUC 346 Literacy: Theory & Practice ^{CE4}	4	
Career Pathways Module 2: SSHS 002 Resume/Cover Letter/Personal Statement; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.		Career Pathways Module 3: SSHS 003 Interview Practice/Internship Search; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.	
Total:	16		Total:	16	

Fourth Year*****					
Fall Semester: Co-Requisites MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification.	Credits	✓	Spring Semester	Credits	✓
Major: EDUC 370 Methods of Teaching Elementary Mathematics ^{CP1*****}	4		Major: EDUC 490 Clinical Practice Capstone: Elementary	12	
Major: EDUC 375 Methods of Teaching Elementary Science ^{CP2*****}	4				
Major: EDUC 365 Literacy Across the Elementary Curriculum ^{CP3*****}	4				
Major: EDUC 390 Clinical Practice 1 Capstone Seminar ^{CP4*****}	4				
Total:	16		Total:	12	

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 301.

***NJDOE regulations 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 the corequisite course EDUC 301.

****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 August 2021

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****
EDUC 301 TOPICS IN SPECIAL EDUCATION (co-req.)

Clinical Practice COURSES (FINAL YEAR):*****

EDUC 365 LITERACY ACROSS THE ELEMENTARY CURRICULUM (*Co-Requisite*)
EDUC 370 METHODS OF TEACHING ELEMENTARY MATHEMATICS (*Co-Requisite*)
EDUC 375 METHODS OF TEACHING ELEMENTARY SCIENCE (*Co-Requisite*)
EDUC 390 CLINICAL PRACTICE 1 CAPSTONE SEMINAR (*Co-Requisite*)

EDUC 490 Clinical Practice CAPSTONE: ELEMENTARY (STUDENT TEACHING)
(Attendance at 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 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 clinical experience in a public school setting in addition to the co-requisite, EDUC 301. New TB test and possession of a valid substitute teacher license required at time of preregistration semester prior.*

******EDUC 365, 370, 375, and 390 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 August 2021

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***
EDUC 301 TOPICS IN SPECIAL EDUCATION (co-req.)

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 clinical experience in a public school setting in addition to the co-requisite, ED. 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, Paleoecology 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, Paleoecology 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

Health and Physical Education

A minimum of 30 credit hours (with at least 12 of those credits at the 300/400 level) is required in Health, with a minimum of 15 credits in Physical Education.

See your Teacher Education and Certification Program advisor for current required/accepted courses in each area.

Required Praxis Content Exam:

Health and Physical Education: Content Knowledge (5857)

Minimum passing score: 160

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.

First Year*					
Fall Semester	HRS	P	Spring Semester	HRS	P
General Education: Keystone Course: INTD 101 First Year Seminar	4		General Education: Keystone Course: Quantitative Reasoning & Certification: MATH 101, 104, 106, 108 , 110 or 121	4	
General Education & SSHS School Core SOSC 110 Social Science Inquiry	4		General Education: Keystone Course: AIID 201 Studies in Arts and Humanities	4	
General Education: Keystone Course: CRWT 102 Critical Reading and Writing II	4		Certification: PSYC 215 Learning, Cognition, & Teaching	4	
SSHS School Core & Certification: PSYC 101 Introduction to Psychology	4		Major: EDUC 211 Student Literacy Corps ^{CE1 (Urban)}	4	
Total:	16		Total:	16	

Second Year**					
Fall Semester	HRS	P	Spring Semester	HRS	P
SSHS School Core: SOSC 235 History of Social Thought	4		Major: EDUC 222 Teaching: Principles and Practices ^{CE2} (must be fully admitted to program)	4	
General Education: Distribution Category: Values & Ethics: Major: EDUC 221 Social Context of Education	4		General Education: Distribution Category: Systems, Sustainability, and Society or Culture and Creativity	4	
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)	4		Major: Choose one: Theories of Language and Pedagogy: LITR 302 Grammar: Theory and Pedagogy or LITR 203 Methods of Literary Study or LITR 304 History of the English Language or LITR 306 Literary Theory	4	
Elective (Middle school content for those interested)	4		Elective (Middle school content for those interested)	4	
			Career Pathways Module 1: SSHS 001 Career Assessment/Advisor; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.	
Total:	16		Total:	16	

Summer Session		
Major: EDUC 241 Instructional Technology	4	

Third Year					
Fall Semester	HRS	P	Spring Semester	HRS	P
General Education: Keystone Course Scientific Reasoning & Certification: BIOL 101 Introduction to Biology	4		General Education: Keystone Course Historical Perspectives Recommended: HIST 101, 102, 109, or 110	4	
Elective: PSYC 347 Adolescent Psychology (for those interested in middle school certification)	4		Major: MATH 210 Mathematics for Elementary Educators	4	
Major: EDUC 360 Introduction to Special Education ^{CE3***} <u>INSTEAD WILL TAKE</u> <u>EDSP 610 HOME SCHOOL AND COMMUNITY FOR DIVERSE LEARNERS</u>	4		Major: SCIN 215 Science for Elementary Educators	4	
Major: Choose One: Young Readers and Literary Forms: <u>LITR 308 Children's and Young Adult Literature or</u> <u>LITR 290-level Topics</u> (Permission Required) (DC for Culture/Creativity) <i>or</i> <u>LITR 279 The Graphic Novel</u>	4		Major: EDUC 346 Literacy: Theory & Practice ^{CE4} <i>Must have copy of substitute teacher license in TED account PRIOR to meeting with advisor</i>	4	
Career Pathways Module 2: SSHS 002 Resume/Cover Letter/Personal Statement; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.		Career Pathways Module 3: SSHS 003 Interview Practice/Internship Search; Visit SSHS Advisor in Cahill Center (C209)	Grad. Req.	
Total:	16		Total:	16	

Fourth Year*****					
Fall Semester: Co-Requisites. <u>MUST be taken together to meet full-year Clinical Practice requirements for recommendation to certification.</u>	HRS	P	Spring Semester	HRS	P
Major: EDUC 370 Methods of Teaching Elementary Mathematics ^{CP1****}	4		Major: EDUC 490 Clinical Practice Capstone: Elementary	12	
Major: EDUC 375 Methods of Teaching Elementary Science ^{CP2****}	4		<i>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</i>		
Major: EDUC 365: Literacy Across the Elementary Curriculum ^{CP3****} INSTEAD WILL TAKE EDSP 615 LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING	4		Required course for MA 4+1 Program; Not Required for Undergraduate Degree in Elementary Education EDSP 620 IMPLEMENTATION OF PROFESSIONAL SKILLS (FIELD COMPONENT)	(4)	
Major: EDUC 390 Clinical Practice 1 Capstone Seminar ^{CP4****}	4				
Total:	16		Total:	16	
Total Credits Required: 128 credits					
GPA Required: 3.0					

TEACHER CANDIDATE GRADUATES WITH A BS AND OFFICIALLY APPLIES TO MASE

Summer					
Summer 1	HRS	P	Summer 2	HRS	P
EDSP 630 INTERDISCIPLINARY STUDIES IN A DIVERSE CLASSROOM	4		EDSP 635 INCLUSION	4	
EDSP 705 THESIS SEMINAR	2				
Total:	6		Total:	4	

Fifth Year					
Fall Semester	HRS	P	Spring Semester	HRS	P
EDSP 625 SCHOOL BASED ASSESSMENT AND IMPLEMENTING DATA-DRIVEN DECISIONS	4		EDSP 640 ASSISTIVE TECHNOLOGY	4	
EDSP 720 CAPSTONE RESEARCH PROJECT I	3		EDSP 725 CAPSTONE RESEARCH PROJECT II	3	
			<u>STUDENT OFFICIALLY GRADUATES WITH MA</u>		
Total:	7		Total:	7	

*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 301 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)

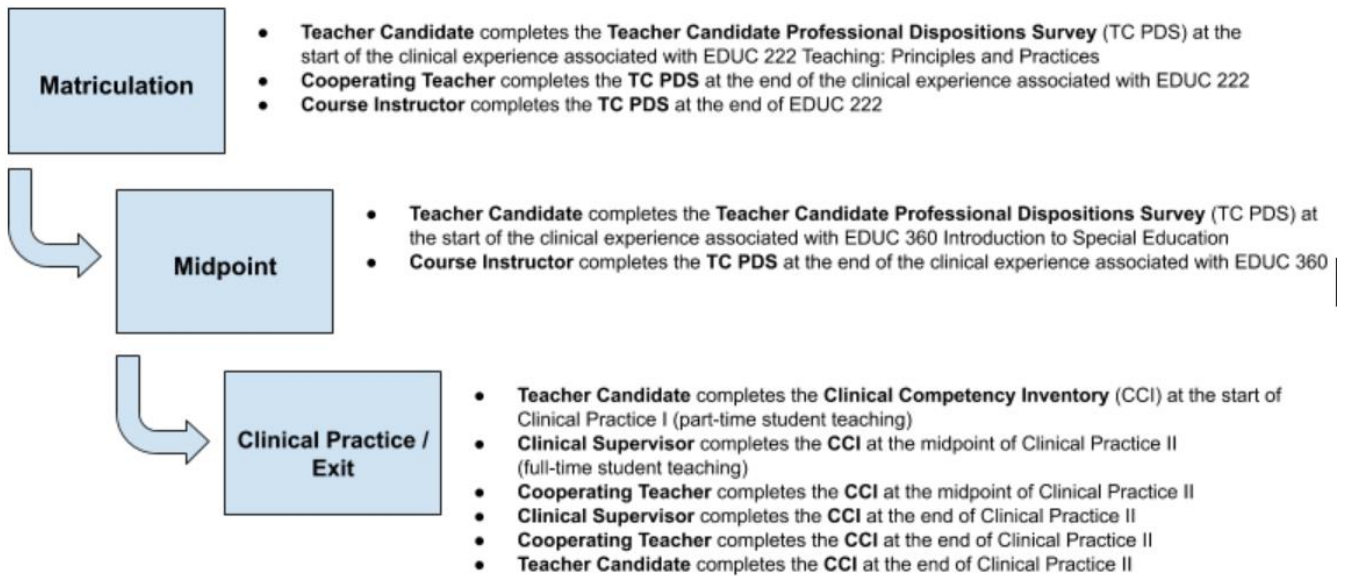
EDSP 720 – Capstone Research Project I (3 credits)

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



Appendix I: Teacher Candidate Professional Dispositions Survey



TEACHER EDUCATION PROGRAM
505 Ramapo Valley Road
Mahwah, NJ 07430-1680

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**.

Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior I. <i>Effective Communication</i>	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: R1.4, R2.3, R3.2, R5.1, R5.2)					
	2. Expresses ideas using clear oral language that is reasonably free from distracting errors interfering with communication (InTASC: 3; NJPST: 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	3. Writes clear, well-organized, reader-based prose that is reasonably free from distracting errors interfering with communication (InTASC: 3; NJPST: 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	4. Uses appropriate tone and language in speaking and writing (InTASC: 3; NJPST: 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					

Comments: _____

Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior II. <i>Collaboration and Open-Mindedness</i>	1. Interacts and collaborates with others (instructors, peers, students, cooperating teachers, supervisors, and other professionals) in a thoughtful, considerate, and respectful manner (InTASC: 3, 10; NJPST: 3, 10; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	2. Acknowledges alternative perspectives and viewpoints in discussion (InTASC: 2, 3; NJPST: 2, 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	3. Inquires about new ideas and understandings in the field (InTASC: 9; NJPST: 9; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
Comments:						
Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior III. <i>Ethical Behavior</i>	1. Respects intellectual property and perspectives of others by citing resources and references to avoid plagiarism (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	2. Adheres to the NJ Professional Standards for Teachers on ethics (e.g., exercises integrity, fairness, safety, and confidentiality) (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	3. Abides by all school and workplace policies (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	4. Accepts responsibility for their own actions (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
Comments:						
Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior IV. <i>Caring Attitude</i>	1. Demonstrates respectful behavior towards others (instructors, peers, students, cooperating teachers, supervisors, and other professionals) with regards to ability, disability, diversity, community culture, and norms (InTASC: 2, 3; NJPST: 2, 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	2. Shows kindness and concern when working with others (InTASC: 3; NJPST: 3; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					

Comments:						
Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior V. <i>Professionalism</i>	1. Attends classes/clinical settings and is punctual and reliable (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	2. Completes work on time that meets the criteria for acceptability (InTASC: 9; NJPST: 11; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	3. Shows initiative in classes/clinical settings (e.g., contributes, volunteers, asks questions) (InTASC: 10; NJPST: 10; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
	4. Seeks and accepts feedback from instructors, peers, students, cooperating teachers, supervisors, and other professionals (InTASC: 9, 10; NJPST: 9, 10; CAEP: R1.4, R2.3, R3.2, R5.1, R5.2)					
Comments:						
Dispositional Concern	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: R1.4, R2.3, R3.2, R5.1, R5.2)					
Please explain:						

Completer's Signature _____ Date _____

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 (OCR) 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 three (3) separate lessons (1 informal observation and 2 formal observations) and conduct post-observation conferences for each, as well as complete the OCR after each of the two (2) formally observed lessons. The cooperating teacher will complete one (1) OCR after one (1) formal observation and post-observation conference. This should be a co-observation with the supervisor, if possible.

During **Clinical Practice II**, the clinical supervisor will formally observe the clinical intern teach six (6) separate lessons and conduct post-observation conferences for each, as well as complete the OCR for each of the six (6) formal lessons/conferences. The cooperating teacher will complete one (1) OCR after one (1) formal observation and post-observation conference. This should be a co-observation with the supervisor, if possible.

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, specifically if issuing ratings of a “1 - Emergent” or “4 - Advanced Proficient.” There are also opportunities at the end of the evaluation to document overall strengths, areas for improvement, and opportunities for reflection and growth.

All clinical supervisors and cooperating teachers must be trained before using the OCR. 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:

- 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.

- 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.

- 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.

- 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.

N/O - 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.

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:

- Advanced Proficient: 3.50 - 4.00
- Proficient: 2.75 - 3.40
- Novice: 1.50 - 2.74
- Emergent: 0 - 1.40

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 (4, 3, 2, 1 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. Thank you!

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.

- 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.
- 3 **Proficient:** Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.
- 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.
- 1 **Emergent:** Exhibits difficulty in implementing learning experiences and/or interacting with learners.

N/O - Not Observed

Additional "Learner Development" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 3 **Proficient:** Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELLs, and different learning styles.
- 2 **Novice:** Develops and delivers instruction to address the needs of learners on an inconsistent basis.
- 1 **Emergent:** Prepares and delivers instruction oriented towards the whole class.

N/O - Not Observed

Additional "Learning Differences" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 4 **Advanced Proficient:** Creates an environment that encourages and supports all learners. Consistently implements effective management techniques and fosters interactions which maintain a respectful, polite, and culturally sensitive learning environment.
- 3 **Proficient:** Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements management techniques and facilitates interactions that are conducive to an effective learning environment.
- 2 **Novice:** Begins to create an environment that encourages and supports all learners. Management techniques and interactions are generally appropriate.
- 1 **Emergent:** Demonstrates limited classroom management techniques and interactions conducive to an effective learning environment.

N/O - Not Observed

Additional "Learning Environment" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 3 **Proficient:** Delivers instruction based on content knowledge, theory, and principles of the discipline allowing meaningful learning and mastery of subject matter.
- 2 **Novice:** Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning of subject matter.
- 1 **Emergent:** Delivers instruction based on insufficient content knowledge, theory, and principles of the discipline.

N/O - Not Observed

Additional "Content Knowledge" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

5. Application of Content

The candidate understands how to connect concepts and use different perspectives to engage learners in critical thinking and problem solving related to authentic local and global issues.

- 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.
- 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.
- 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.
- 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.

N/O - Not Observed

Additional "Application of Content" Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 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.
- 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.
- 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.

N/O - Not Observed

Additional “Assessment” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 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.
- 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.
- 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.

N/O - Not Observed

Additional “Planning for Instruction” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 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.
- 2 Novice:** Uses instructional strategies that encourage learners to develop content knowledge. Strategies begin to build learners’ skills to make connections and apply knowledge.
- 1 Emergent:** Uses instructional strategies to present content. Strategies may not build learners’ skills to make connections and apply knowledge.

N/O - Not Observed

Additional “Instructional Strategies” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

9. Professional Learning and Ethical Practice

The candidate 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.

- 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 their practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognitive skills in 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.
- 2 Novice:** Candidate participates in ongoing professional learning which is sometimes demonstrated during the lesson. Teaching and learning remains basically the same without appropriate modifications to meet the needs of each learner.
- 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.

N/O - Not Observed

Additional “Professional Learning & Ethical Practice” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.

- 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.
- 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.
- 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.

N/O - Not Observed

Additional “Leadership & Collaboration” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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.

- 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.
- 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.
- 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.
- 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.

N/O - Not Observed

Additional “Professional Responsibility” Comments:

(Please discuss how the candidate addressed this standard. If not observed, please provide a written explanation as to why the candidate was unable to meet the standard at this time and how the standard might be addressed for future observations.)

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; ver3.4)

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 2013 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 (OCR) that is aligned with the CCI. The OCR 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 (OCR) and Clinical Competency Inventory (CCI) with the clinical intern and cooperating teacher. The OCR 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 OCR independently. They discuss with the intern what 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 OCR independently. They discuss with the intern what 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.

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.

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.

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.

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.

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.

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: _____

Standard 1: Learner Development

The clinical intern 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.

1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Contain objectives and activities that are at the appropriate developmental level for individual and groups of learners (neither too hard nor too easy); • Accommodates individual developmental differences in the instructional activities by differentiating instruction; • Account for each learners' background knowledge, and builds on their personal, cultural, family and community assets, strengths and needs; • Are cognitively challenging for all learners; • Are directly aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • 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; • Account for learners' background knowledge, and builds on their personal, cultural, family and community assets, strengths and needs; • Are cognitively challenging for all learners; • Are aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • 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; • Show some effort to differentiate instruction but needs improvement; • Are loosely aligned to standards. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • 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; • Are not aligned to standards. 	

1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to cognitive, cultural, developmental, emotional, linguistic, physical, and social differences.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Acknowledges developmental and cognitive differences of all learners in the learning environment through implementation of supportive discourse and accommodations; • Encourages intentional academic conversation and differentiates for linguistic and developmental differences in language development; • Honors the emotional, physical, social, and cultural differences of all learners; • Respects all learners in the learning environment through verbal and nonverbal interactions. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Encourages academic conversation and differentiates for linguistic and developmental differences in language development; • Honors emotional, physical, social, and cultural differences of all learners; • Respects all learners in the learning environment through verbal and nonverbal interactions. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Uses academic conversation at times; • Respects cultural differences of most learners; • Tries to establish a supportive environment through verbal and nonverbal interactions but needs some feedback. 	<p>The clinical intern interacts with learners in a manner that:</p> <ul style="list-style-type: none"> • Shows limited sensitivity to cultural and academic differences of students; • Shows limited awareness of verbal and nonverbal messages being sent to students in the learning environment. 	

Standard 1 (Learner Development) Comments:

Standard 2: Learning Differences

The clinical intern uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment where individual needs and differences are respected and met.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> • Developmentally appropriate activities that accommodate individual differences of learners and allows them to succeed; • Strategies that differentiate the delivery of instruction based on prior knowledge and experiences of all learners; • Assessments that are differentiated to allow each learner to demonstrate their understanding of content. 	<p>The clinical intern's lessons include:</p> <ul style="list-style-type: none"> • Many activities that differentiate the delivery of instruction based on needs of learners; • Strategies that support a learning environment that allow all students to succeed; • Assessments that accommodate the needs of all learners. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Try to support a learning environment that allows all students to succeed, but needs to include more individualized accommodations for learners. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Provide the same strategies for all students and not taking into account learning differences. 	

2.2 The clinical intern reflects upon their own personal biases and as a result thoughtfully includes diverse cultures, communities, and perspectives into the lesson.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern reflects on their own personal biases and engages in meaningful lessons that:</p> <ul style="list-style-type: none"> • Reflect the diversity of students, their families, culture and communities; • Incorporate students' interests and cultural heritage; • Analyze content that addresses cultural issues relevant to students' identity and provides opportunities for student engagement and exploration; • Relate content from various perspectives to inform students that history and current events can be seen through multifaceted lens; • Foster an inclusive learning community with clear and explicit guidelines and shared expectations. 	<p>The clinical intern reflects on their own personal biases and engages in meaningful lessons that:</p> <ul style="list-style-type: none"> • Reflect the diversity of students, their families, and their communities; • Incorporate students' interests and cultural heritage; • Illustrate and discuss content that addresses cultural issues relevant to students' identity; • Establish an inclusive learning community with clear and explicit guidelines and expectations. 	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> • Focus on holidays and peripheral content related to students' cultural backgrounds; • Incorporate students' cultural heritage. 	<p>The clinical intern engages in activities that:</p> <ul style="list-style-type: none"> • Lack sensitivity to the diversity of students, families, or the surrounding community; • Are devoid of any diverse content or perspective. 	

2.3 The clinical intern creates a learning community where individual language development needs and differences are respected and met (e.g., ELL, ASL, other).

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Supports learners through individualized and differentiated language development strategies; • Provides learners with vocabulary reinforcement and modifications; • Encourages learners to engage in 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Supports learners in language development; • Provides learners with vocabulary reinforcement; • Encourages learners to engage in discussions at levels consistent 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Engages in discussions that are at appropriate levels of the learners' language proficiency, and involve more than one-word responses; • Occasionally uses language 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Engages learners in limited one-word responses most of the time; • Does not provide any accommodations to learners' language proficiency; • Struggles to provide 	

<p>discussions at levels consistent with the learners' current language proficiency level;</p> <ul style="list-style-type: none"> • Uses varied and differentiated language strategies to support learners. 	<p>with learners' current language proficiency level;</p> <ul style="list-style-type: none"> • Uses language strategies to support learners. 	<p>strategies to support learners;</p> <ul style="list-style-type: none"> • Provides rudimentary support to learners in language development. 	<p>academic support to the learners' language proficiency level.</p>	
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Standard 2 (Learning Differences) Comments:

Standard 3: Learning Environment

The clinical intern 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.

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

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Listens carefully to individual perspectives of learners; • Responds respectfully to learners from all cultures and communities; • Gives learners a chance to answer with adequate wait time; • Shows warmth and caring in tone and actions; • Fosters positive social interactions among all members of the learning community, including families. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Listens carefully to individual perspectives of learners; • Responds respectfully to learners from all cultures and communities; • Gives learners a chance to answer with adequate wait time; • Shows a warmth and caring in tone and actions. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Listens carefully to learners; • Responds respectfully; • Responds neutrally in tone. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Does not listen carefully to learners; • Does not demonstrate a caring attitude. 	

3.2 Through collaboration with students, colleagues, and families, the clinical intern uses a variety of effective management techniques in the learning environment.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> • Collaboratively developing and enforcing effective routines and guidelines; • Engaging in positive and supportive teacher-student interactions and fostering effective student-student interactions; • Creating a positive, low risk learning environment that promotes mutual respect among students; • Implementing smooth transitions; • Effectively implementing a variety of groupings and activities that foster individual and collaborative learning; • In consultation with the cooperating teacher, communicates, when appropriate and possible, with families for effective management of the learning environment. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> • Enforcing effective routines and guidelines; • Engaging in positive and supportive student-teacher interactions and fostering student-student interactions; • Creating a positive, low risk learning environment that promotes mutual respect among students. 	<p>The clinical intern manages the class by:</p> <ul style="list-style-type: none"> • Developing effective routines and guidelines; • Engaging in positive and supportive student-teacher interactions. 	<p>The clinical intern struggles with management techniques and enforcing routines and guidelines.</p>	

3.3 Learners are actively participating and engaged in the lesson.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are highly engaged in the lesson by:</p> <ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing and actively participating 	<p>Learners are engaged in the lesson by:</p> <ul style="list-style-type: none"> • Applying the content through hands-on activities; • Discussing and actively participating; 	<p>Learners are somewhat engaged in the lesson by:</p> <ul style="list-style-type: none"> • Discussing; • Participating; 	<p>Learners are not engaged in the lesson:</p> <ul style="list-style-type: none"> • Learners are distracted and not paying attention. 	

<p>through further developing peers' responses;</p> <ul style="list-style-type: none"> • Displaying interest, enthusiasm, and self-motivation; • Being actively engaged in independent and collaborative lesson activities. 	<ul style="list-style-type: none"> • Displaying interest, enthusiasm, and self-motivation. 	<ul style="list-style-type: none"> • Raising their hands; • Paying attention during the class activity. 		
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3.4 Learners are engaged in positive peer relationships through instructional activities.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are:</p> <ul style="list-style-type: none"> • Collaborating with peers in challenging and relevant activities; • Actively discussing with peers; • Coaching/mentoring a peer; • Consistently engaged in positive peer interactions; • Positively supporting each other's cognitive, cultural, developmental, emotional, linguistic, physical, and social differences. 	<p>Learners are:</p> <ul style="list-style-type: none"> • Collaborating with peers; • Actively discussing with peers; • Coaching/mentoring a peer; • Engaged in positive peer interactions. 	<p>Learners need to:</p> <ul style="list-style-type: none"> • Collaborate with peers frequently; • Actively discuss with peers. 	<p>There is very little collaboration taking place in the lesson, which would enhance positive peer relationships.</p>	

Standard 3 (Learning Environment) Comments:

Standard 4: Content Knowledge

The clinical intern 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.

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

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Relates content to prior student knowledge; • Uses effective explanations of key disciplinary concepts; • Uses teaching strategies that foster the understanding of key disciplinary concepts that meets the needs of all learners; • Demonstrates a deep and broad command of the subject matter; • Incorporates the appropriate standard(s) in the lessons; • Teaches the disciplinary vocabulary words associated with the content; • Makes the content accessible and relevant to the experiences, prior knowledge, and background of all learners. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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) in the lessons; • Makes the content relevant to everyday life and experiences of the learner. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • 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. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Lacks command of the subject matter; • Has not consistently aligned the lesson with any standards; • Has provided limited meaningful context to help learners understand why it is necessary and important to learn the content. 	

4.2 The clinical intern designs and implements lessons that allow learners to demonstrate development of critical thinking and problem solving within the content area.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:</p> <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Questions generated by the learners that demonstrate critical thinking skills; • Activities and strategies that engage them in relevant and meaningful critical thinking and problem solving activities related to their own background; • Their ability to apply key concepts in the discipline to the learners' own experiences; • Responses written and/or oral to critical thinking and problem solving assignments. 	<p>Learners demonstrate the development of their critical thinking and problem solving skills within the content area through:</p> <ul style="list-style-type: none"> • Responses to higher order thinking questions raised by the clinical intern; • Activities and strategies that engage them in relevant and meaningful critical thinking and problem solving in the content area; • Responses written and oral to critical thinking and problem solving assignments. 	<p>Learners need to develop further their critical thinking and problem solving skills within the content area by the clinical intern providing:</p> <ul style="list-style-type: none"> • More activities and strategies to engage learners in critical thinking and problem solving in the content area; • More activities and strategies to encourage learners to think critically and solve problems. 	<ul style="list-style-type: none"> • Activities are very low level and do not push the learners to problem solve or think critically. 	

4.3 The clinical intern integrates reading, writing, speaking and listening.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses resources from a variety of diverse perspectives to teach literacy in the content areas; • Stresses comprehension of text through strategy instruction; • Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about the content; • Uses age appropriate strategies that promote learners' literacy development in the content areas; • Focuses instruction equally on narrative and informational text that relates to students' interests and background experiences. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses a variety of resources to teach literacy in the content areas; • Stresses comprehension of text; • Facilitates rich text-based discussions and/or writing; • Uses age appropriate literacy strategies to promote learners' literacy development in the content areas; • Focuses instruction equally on narrative and informational text. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Tends to use limited resources to teach literacy in the content areas; • Tends not to stress comprehension; • Should incorporate more age-appropriate literacy strategies; • Should incorporate more text-based discussions and writing to reinforce literacy. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Does not use a variety of resources to teach literacy in the content areas; • Rarely emphasizes comprehension; • Does not use age-appropriate content-specific literacy strategies. 	

Standard 4 (Content Knowledge) Comments:

Standard 5: Application of Content

The clinical intern 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.

5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas that reflect a diverse perspective within the curriculum.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> • Are meaningful and connect the content to concepts, issues and relevant ideas from other content area(s); • Actively engage learners in applying concepts and ideas from their own background to the topic being discussed or studied; • Provide opportunities for learners to use interdisciplinary concepts to help solve problems. 	<p>The clinical intern implements learning experiences that:</p> <ul style="list-style-type: none"> • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from their own background and other content areas. 	<p>The clinical intern's lessons:</p> <ul style="list-style-type: none"> • Tend to focus on one content area only with little connection to other disciplines; • Have learners engaged in applying concepts and ideas from another content area. 	<p>The clinical intern focuses solely on one content area with no connection to other disciplines, and does not provide any opportunity for learners to apply concepts and ideas.</p>	

5.2 The clinical intern implements learning experiences that allow learners to apply content knowledge to solve real world problems through collaboration.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> • Exploring and/or researching different alternatives and perspectives to solving a problem; 	<p>Learners are actively involved in:</p> <ul style="list-style-type: none"> • Exploring and/or researching different alternatives and perspectives 	<ul style="list-style-type: none"> • Learners are working predominantly from a single resource and occasionally working collaboratively in a group; 	<ul style="list-style-type: none"> • Learners are working exclusively from a single resource, or answering lower level questions; • There is no group 	

<ul style="list-style-type: none"> • 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. 	<p>to solving a problem;</p> <ul style="list-style-type: none"> • Working collaboratively in a group; • Applying content knowledge to solving a problem. 	<ul style="list-style-type: none"> • There is little evidence learners are trying to solve real world problems. 	<p>collaboration nor are learners solving real world problems.</p>	
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5.3 Learners use current resources that reflect diverse perspectives for content exploration, which includes technological applications.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are:</p> <ul style="list-style-type: none"> • Using a wide variety of diverse resources including technology to explore different perspectives on the content being studied and to help solve a problem; • Engaged in discovering and integrating new perspectives and knowledge in the exploration/research of the content; • Using current events and technological applications for exploration and research of the content. 	<p>Learners are:</p> <ul style="list-style-type: none"> • Using a variety of diverse resources including technology to explore perspectives and content 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. 	<p>Learners are using a few different resources such as laptops and books for content research.</p>	<p>Learners are only using a single resource to explore the content. There is little technology integration or use of varied resources if technology is not available.</p>	

5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners apply their content knowledge by:</p> <ul style="list-style-type: none"> 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, group presentations. 	<p>Learners apply their content knowledge by:</p> <ul style="list-style-type: none"> Telling a story, recounting an experience or writing on a topic; Engaging in collaborative discussions; Presenting their ideas/research in a variety of ways. 	<p>Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.</p>	<p>Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.</p>	

5.5 Learners are engaged in literacy activities within content areas.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Reading a variety of diverse informational texts; Using comprehension strategies to help make meaning; Comparing concepts on the same theme and drawing conclusions; Writing about and/or discussing the content using evidence from the text to support ideas; 	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> Reading a variety of diverse informational texts; Comparing multiple sources of texts; Using comprehension to help make meaning; Writing about the content area; Learning vocabulary; 	<p>Learners are:</p> <ul style="list-style-type: none"> Mostly reading the same textbook and a few supplemental resources; Writing essays that are based on textbook readings and some outside sources; Learning the vocabulary words from the textbook and writing 	<p>Learners are:</p> <ul style="list-style-type: none"> Using their textbook only and using it as the primary source for learning the content. Not being taught about how to comprehend informational text nor how to draw evidence from the text to support answers. 	

<ul style="list-style-type: none"> • Learning content vocabulary; • Listening to others' research and/or presentations and commenting on it. 	<ul style="list-style-type: none"> • Listening to others' research and/or presentations. 	<p>essays about topics from the textbook.</p>		
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5.6 Learners are engaged in inclusive and relevant activities that promote and value the development of quantitative reasoning within content areas.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>Learners are engaged in:</p> <ul style="list-style-type: none"> • Interpreting visual representations that are appropriate to the content; • Using concrete examples and manipulatives to solve problems, when appropriate; • Applying mathematical modeling/reasoning to explore the content area; • Exploring quantitative reasoning when reading a variety of diverse resources; • Discussing the value of quantitative reasoning to different content areas such as the arts; • Collaborative problem solving. 	<p>Learners are engaged in:</p> <ul style="list-style-type: none"> • Interpreting visual representations related to the content; • Using concrete examples in mathematics to solve problems; • Exploring quantitative reasoning when reading a variety of resources; • Discussing the value of quantitative reasoning; • Working in groups to problem solve. 	<p>Learners use quantitative reasoning occasionally to explore a content area, especially science;</p> <ul style="list-style-type: none"> • Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies. 	<p>Learners are engaged in quantitative reasoning in mathematics lessons only;</p> <ul style="list-style-type: none"> • There is not any integration into any other content area. 	

Standard 5 (Application of Content) Comments:

Standard 6: Assessment

The clinical intern understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the clinical intern's and learner's decision making.

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

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • A clear assessment strategy for how each objective will be evaluated; • Rubrics and/or criteria that are designed specifically for each objective; • Multiple formative assessments that are built into the lesson to monitor learners' progress and inform instruction; • A measure or method of collecting data for each objective; <ul style="list-style-type: none"> • A benchmark for measuring achievement for each objective. 	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • An assessment to evaluate each objective; • A rubric that is designed to measure objectives; • A few formative assessments that monitor learners' progress; • A benchmark for measuring achievement. 	<p>The lesson plans contain:</p> <ul style="list-style-type: none"> • A general assessment to evaluate the students; • General rubrics, which need more specific criteria and alignment with the objectives/outcomes; • A few formative assessments to monitor learners' progress. 	<p>The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.</p>	

6.2 The clinical intern provides meaningful and specific feedback to learners to improve their learning.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses assessment data to differentiate instruction based on learners' needs; • Uses assessment data to provide feedback to learners in a positive manner; • Targets the feedback on specific objectives to help increase achievement; 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Uses assessment data to provide feedback to learners in a positive manner; • Works with learners to help them understand their own performance; • Provides feedback to learners on a continual basis. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Provides feedback to learners in a positive manner; • Works with learners to help them understand their own performance. 	<p>The clinical intern provides minimal feedback to the learners.</p>	

<ul style="list-style-type: none">• Works with learners to help them understand their own performance and if possible, establish their own learning goals;• Provides continuous feedback to learners regarding their future learning goals.				
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Standard 6 (Assessment) Comments:

Standard 7: Planning for Instruction

The clinical intern plans instruction that supports every learner 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.

7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> • Are well chosen to meet the lesson objectives; • Develop meaningful and deep learning of the content and foster a deep appreciation of different cultures; • Meet the needs of all learners including struggling readers and English Language Learners; • Are at appropriate developmental and reading levels to foster an interest in learning for all learners; • Are a variety (print, video, technology, primary sources, manipulatives). 	<p>The instructional materials and resources used in the lessons:</p> <ul style="list-style-type: none"> • Are well chosen to meet the lesson objectives; • Meet the needs of all learners including struggling readers and English language learners; • Are a variety (print, video, technology, primary sources, manipulatives) other than just the textbook. 	<p>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.</p>	<p>The textbook is used as the only source of material.</p>	

7.2 The clinical intern models and integrates technology using a variety of modalities into the lesson plan to promote effective learning for all learners.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The intern implements technology that:</p> <ul style="list-style-type: none"> • Promotes meaningful and deep learning; • Involves the learners who are engaged in using the technology; • Is integral to the learning activities; 	<p>The intern implements technology that:</p> <ul style="list-style-type: none"> • Promotes meaningful learning; • Involves the learners who are engaged in using the technology; <ul style="list-style-type: none"> • Provides interest and meaning to 	<p>Technology is predominantly presentations and learners are not engaged in using the technology.</p>	<p>There is little or no technology integration in the lessons.</p>	

<ul style="list-style-type: none"> Models and applies technology standards to improve learning; Provides interest and meaning to the learning activities; Designs authentic learning activities; Utilizes various modalities in teaching. 	<p>the learning activities;</p> <ul style="list-style-type: none"> Attempts to use various modalities in teaching. 			
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7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The lessons contain:</p> <ul style="list-style-type: none"> Clear and appropriately written objectives that are aligned to standards; A well-constructed introduction including a 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; Multiple assessments of what was learned including the collection of data 	<p>The lessons contain:</p> <ul style="list-style-type: none"> Appropriately written objectives aligned to standards; A good introduction which may include a motivating hook 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. 	<p>The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the 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.</p>	<p>The lessons are not effectively organized and missing several components of a well-constructed lesson plan.</p>	

(quiz results, a rubric score, a checklist score).				
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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.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The unit:</p> <ul style="list-style-type: none"> • 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 learners' prior knowledge and prerequisite skills and knowledge. 	<p>The unit:</p> <ul style="list-style-type: none"> • Contains a somewhat organized and sequential development of content, skills, and knowledge to support student learning; • Has connections to skills and theory; • Is developmentally appropriate for the target audience; • Addresses learners' prior knowledge. 	<p>The unit:</p> <ul style="list-style-type: none"> • 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. 	<p>The unit:</p> <ul style="list-style-type: none"> • Is not well sequenced; • Needs more definite connection to skills and theory; • Is not developmentally appropriate for the target audience. 	

Standard 7 (Planning for Instruction) Comments:

Standard 8: Instructional Strategies

The clinical intern 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.

8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Challenge learners cognitively (why, what if, and how questions); • Advance high-level thinking and complex discourse; • Address how the text works (asks questions about text structure, author's purpose, writing style, theme, use of language, etc.); • Ask learners about vocabulary; • Use appropriate academic language for the discipline. 	<p>The clinical intern models and uses a variety of questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Challenge learners cognitively (why, what if, and how questions); • Advance high-level thinking and discourse; • Ask learners about vocabulary words; • Use appropriate academic language for the discipline. 	<p>The clinical intern asks questions throughout the lessons that:</p> <ul style="list-style-type: none"> • Often are "yes" or "no" questions; • Ask learners about vocabulary words; • Do not use correct academic language for the discipline. 	<p>The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.</p>	

8.2 The clinical interns vary their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, and participant).

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> • Direct instruction to individual, group, and/or full class; 	<p>The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> • Direct instruction to individual, small 	<p>The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to the full class.</p>	<p>The clinical intern engages in direct instruction only without varying their role during the lesson.</p>	

<ul style="list-style-type: none"> Facilitator and/or coach to small groups or individual learners; Modeling for demonstration of new skills/processes; Being a participant during learner presentations. 	<p>group, and/or full class;</p> <ul style="list-style-type: none"> Facilitator and/or coach to small groups or individual learners; Being a participant during learner presentations. 			
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8.3 The clinical intern models metacognitive processes to support comprehension of content for every learner.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> Models how to apply a specific strategy/skill before having students practice or apply it; Articulates own thought processes when using the strategy/skill; Asks learners to think about and explain the strategies they are using to understand text and/or content. 	<p>The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content:</p> <ul style="list-style-type: none"> Models how to apply a specific strategy/skill before having learners practice or apply it; Articulates own thought processes when using the strategy/skill. 	<p>The clinical intern occasionally models a strategy or skill and does a brief explanation.</p>	<p>The clinical intern provides limited explanation and modeling of a skill before having the learners apply it.</p>	

8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> Keep learners on-task with cognitively challenging activities; 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> Keep learners on-task; Minimize time for transitions; 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> Implement a lesson with an introduction, 	<p>The clinical intern does not use allotted time effectively to implement an effective lesson</p>	

<ul style="list-style-type: none"> • 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 lessons according to formative assessment, time constraints, and learners' needs. 	<ul style="list-style-type: none"> • Engage learners in achieving learning outcomes; • Implement an effective lesson with an introduction, activities, and summary; • Assess the learning outcomes; • Monitor and adjust lessons according to formative assessment and time constraints. 	<p>activities, and summary;</p> <ul style="list-style-type: none"> • Assess the learning outcomes. 	<p>and assess the learning outcomes.</p>	
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Standard 8 (Instructional Strategies) Comments:

Standard 9: Professional Learning and Ethical Practice

The clinical intern 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.

9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> • How lessons can be improved; • Specific recommendations for future improvement related to standards; • Changes that address learners' collective learning needs related to the central focus of a unit using principles from research and/or theory; • Examples of how they considered learners' needs, interests, and skills; • How they can improve their own practice through professional development; • How choices impact others (learners, families, other professionals and the community). 	<p>The clinical intern reflects on:</p> <ul style="list-style-type: none"> • How lessons can be improved; • Recommendations for future improvement related to standards; • Changes to clinical intern practice that are related to student learning needs; • Examples of how they considered learners' needs, interests, and skills. 	<p>The clinical intern provides a brief reflection on:</p> <ul style="list-style-type: none"> • How lessons can be improved; • Changes to clinical intern practice that are superficially related to student learning needs; • A few recommendations for future growth. 	<p>The clinical intern provides limited reflection on improvement of professional practice.</p>	

9.2 The clinical intern provides evidence of maintaining and analyzing accurate learner records.

Advanced Pproficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Records with learners’ 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 learners and parents regarding learner growth and achievement. 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Records with learners’ assessment scores; • Analysis of data; • District policies regarding record keeping; • Records that are organized, current and accessible; • Examples of instruments used for assessment. 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • A grade book with learners’ grades; • Records that are somewhat organized, and current; • Examples of instruments used for assessment. 	<p>The clinical intern needs help in maintaining and analyzing accurate learner records.</p>	

Standard 9 (Professional Learning and Ethical Practices) Comments:

Standard 10: Leadership and Collaboration

The clinical intern 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.

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, and extracurricular activities.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Actively participating in professional in-service training, school district meetings, conferences, and workshops; • Providing additional assistance to learners through tutoring before or after school; • Participating in school activities such as plays, concerts, trips, sports, and celebrations; • Attending school meetings such as PTA, faculty meetings, and/or parent-teacher conferences. 	<p>The clinical intern provides evidence of:</p> <ul style="list-style-type: none"> • Attending professional in-service training, school district meetings, conferences, and workshops; • Participating in school activities such as plays, concerts, trips, sports, and celebrations; • Attending school meetings such as PTA, faculty meetings, or conferences. 	<p>The clinical intern provides brief evidence of attending school meetings and participating in school events, projects or activities.</p>	<p>The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.</p>	

Standard 10 (Leadership and Collaboration) Comments:

Standard 11: Professional Responsibility

Clinical interns shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all learners.

11.1 Fosters and maintains a learning environment which protects learners from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound, reflective, sensitive, and professionally responsible manner.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with learners, colleagues, and families; • Acting in compliance with school board policies for learners and teachers; • Always acting in a sound and professionally responsible manner with learners, families, and community; • Showing respect for each learner as an individual and the class as a whole; • Attending appropriate professional development programs to 	<p>The clinical intern acts in a professionally responsible manner by:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with learners and colleagues; • Acting in compliance with school board policies for learners and teachers; • Showing respect for each learner as an individual and the class as a whole. 	<p>The clinical intern needs to improve in one or more of the following:</p> <ul style="list-style-type: none"> • Following the school's professional code of conduct; • Consistently adhering to school and district policies; • Maintaining professional relationships with learners and colleagues; • Acting in compliance with school board policies for learners and teachers; • Always acting in a sound and professionally responsible manner. 	<p>The clinical intern needs improvement in acting in a professionally responsible manner.</p>	

<p>further learn about current concerns within the schools and community;</p> <ul style="list-style-type: none"> • Taking responsibility for the learning of all learners; • Advocating for learners; • Deepening their own understanding of their own frame of reference and potential biases. 				
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11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g. appropriate dress, language and interaction with school personnel, peers and learners).

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Maintains a calm and collected demeanor even when under stress; • Dresses professionally; • Is reliable, punctual, and meets deadlines; • Communicates with colleagues and supervisor in a professional manner; • Poses and listens to constructive suggestions to enhance the teaching and learning process; • Implements feedback and suggestions to improve practice. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Dresses professionally; • Is reliable, punctual, and meets deadlines; • Communicates with colleagues and supervisor in a professional manner; • Implements most suggestions to improve practice. 	<p>The clinical intern usually:</p> <ul style="list-style-type: none"> • Adheres to school professional code of conduct; • Maintains a calm demeanor most of the times; • Dresses professionally; • Is reliable, punctual, and meets most deadlines; • Implements some of the feedback and suggestions to improve practice. 	<p>The clinical intern needs improvement in one or more of the following:</p> <ul style="list-style-type: none"> • Adhering to school professional code of conduct; • Maintaining a calm demeanor even when under stress; • Dressing professionally; • Being reliable, punctual, and meeting deadlines; • Communicating with colleagues in a professional manner; • Implementing feedback and suggestions to improve practice. 	

11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.

Advanced Proficient	Proficient	Novice	Emergent	Not Observed
<p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in clear, well-constructed communication that is free of spelling and grammatical errors; • Writes in an effective and professional manner; • Speaks clearly and articulately in a manner that is professional and intelligent; • Uses mathematics effectively to analyze learner achievement and for other tasks; • Makes effective use of technology in planning and in their teaching. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in well-constructed communication that is mostly free of spelling and grammatical errors; • Speaks clearly, using standard English; • Uses mathematics to analyze learner achievement and for other tasks; • Makes use of technology when available, in planning and implementing lessons. 	<p>The clinical intern:</p> <ul style="list-style-type: none"> • Writes in communication that usually has some spelling and grammatical errors; • Speaks using standard English, but may have some language problems; • Needs to use mathematics to analyze learner achievement; • Needs to make more effective use of technology. 	<p>The clinical intern needs to improve in one or more of the following: reading, writing, speaking, mathematics, or technology skills.</p>	

Standard 11 (Professional Responsibility) Comments:

Appendix L: 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 students, administrators, and peers to see you as a professional educator. Proper attire helps students 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.

Staff members may wear knee-length dresses and skirts, pants suits, dress trousers (no jeans), blouses, sweaters, suits, and dress shirts with a tie and/or jacket. 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.

One 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 M: Teacher Education Lesson Plan Template Parts A-D

Part A: Lesson Plan Template

Your Name:

School:

Students:

Lesson Topic:

Date of Lesson:

Number of

Time Allocated:

A. NJ Student Learning Standard(s):

B. Purpose:

C. Student Learning Objective(s):

D. Delivery of Lesson Plan Content/Procedures

- Motivation/Hook/Anticipatory Set:

- Activation of Prior Knowledge:

- Presentation and Facilitation of Content and/or Skill(s):

- Guided Practice:

- Independent Practice:

- Closure:

E. Critical Thinking and/or Focus Question(s):

F. Assessment(s):

G. Instructional Material(s):

H. Assessment Material(s):

Lesson Plan - Part B: Lesson Materials and Resources

Directions:

- For “Part B: Lesson Materials and Resources” you will need only to title and attach the materials requested.
- You do not need to provide a description of the materials. The description of the materials and resources is in “Lesson Plan - Part A.
- When completed, you will have one document for the Instructional Materials and one document for the Assessment Materials. (In total, you will have two documents for Part B.)

Instructional Materials

- All “Instructional Materials” should be included in one document.
- Attach all materials that you will need to teach the lesson.
- The attachment(s) should be in the order in which they are used and referenced in the “Procedures” section above.

Assessment Materials

- All “Assessment Materials” should be included in one PDF.
- Attach all materials that you will need to assess student performance (including rubrics, checklists, observation forms, etc.).
- The attachment(s) should be a blank/clean copy of each assessment tool to your lesson plan as referenced in the “Procedures” section above.
- Title and reference each material throughout the lesson plan by number and name (e.g., “Assessment 1: Writing Rubric” “Assessment 2: Student Discussion Checklist” etc.).
- Additionally, using standard APA, MLA, or Chicago/Turabian format (dependent upon your content area), cite all print and online assessment materials that you used for this lesson right after each of the materials listed, if applicable.)

Lesson Plan Part C: Supplemental Lesson Plan Elements

A.

Differentiation:

B. Accommodations *(if applicable):*

Category	# of Students	Identify how modified and/or accommodate instruction for these students in your lesson.
Students with IEPs		
Students with 504 Plans		

C.

Extension:

D.

Technology:

E. Language Demands &

Supports:

i. Language

Function:

ii. Key

Vocabulary:

iii. Syntax and/or Discourse *(at least one):*

F. Prior Academic Learning (Including Prerequisite Skills):

G. Learning

Theories:

H. Cultural Responsive

Teaching:

Lesson Plan - Part D: Post-Lesson Elements

A. Follow-up / Data-driven Instruction:

B. Feedback:

C. Post-lesson Reflection:

Appendix N: 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 Dr. Pestrong-Engler, Teacher Education Program Assistant, for further guidance.

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

Late August through September

- _____ Attend **Teacher Education Clinical Practice Orientation**; re/watch the recording, if necessary
- _____ 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 I; record days you complete Clinical Practice each week in the Excel spreadsheet provided or your own personal tracker/calendar
- _____ Abide by [Ramapo College's Academic Calendar](#); communicate the demands of your course and work schedules throughout the semester, as needed
- _____ **Attend your school district's new teacher orientation and all possible back-to-school events**, PD, 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)
- _____ Within the first two weeks of Clinical Practice I, complete a **pre-assessment/self-evaluation** of your current teaching competencies using the [Clinical Competency Inventory \(CCI\) Google Form](#); 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 two observations (1 informal, 1 formal) to take place in
October
- _____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

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 remediation and/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 observations; **lessons observed by your clinical supervisor and/or cooperating teacher require a lesson plan; email these lesson plans to them in advance of your observations**
- _____ Where applicable, assume responsibility of some daily activities, such as opening and closing exercises, etc.
- _____ Complete your **first/only informal observation** by your clinical supervisor during the first half of October; establish goals/next steps for your development during the post-observation conference
- _____ Complete your **first formal observation** by your clinical supervisor during the second half of October; establish goals/next steps for your development during the post-observation conference;
- _____ establish dates for your second/final formal observation of Clinical Practice I (Nov.)
- _____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

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 your **second formal observation** by your clinical supervisor and **first formal co-observation by your cooperating teacher**; establish goals/next steps for your development during the post-observation conference
- _____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

Early to mid-December

- _____ Complete your second formal observation by your clinical supervisor and first formal co-observation by your cooperating teacher, *if not already completed*
- _____ Ensure that you have completed a **minimum of 22 full school days** of Clinical Practice I **by the end of the first full 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, clinical supervisor, and/or Dr. Pestrong-Engler

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 the Excel spreadsheet provided or your own personal tracker/calendar
- _____ Attend all **Clinical Practice Seminars**
- _____ Continue to observe your cooperating teacher and assist with regular routines
- _____ Work with small groups or individual students who require remediation and/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; email these lesson plans to them in advance of your observations**
- _____ Complete your **first formal observation by your clinical supervisor**; establish goals/next steps for your continued development during the post-observation conference
- _____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

February

- _____ Accept a few responsibilities related to instructional activities and **progress to teaching 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 your **second and third formal observations by your clinical supervisor** and **first formal co-observation by your cooperating teacher**; establish goals/next steps for your continued development during post-observation conferences
- _____ Your clinical supervisor and cooperating teacher will complete and submit your **formative evaluations (midpoint Clinical Competency Inventories)** and hold a conference with you in late February
- _____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

March

- _____ Accept many responsibilities related to instructional 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 your **fourth and fifth observations by your clinical supervisor** and **first formal co-observation by your cooperating teacher, if not already completed**; establish goals/next steps for your continued development during post-observation conferences

_____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or Dr. Pestrong-Engler

April to early May

_____ Accept most responsibilities related to instructional 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 supervisor**; establish goals/next steps as you wrap up Clinical Practice

_____ Ensure that you have completed a **minimum of 60 full school days** of Clinical Practice II **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

_____ During the last two weeks of Clinical Practice II, complete a **post-assessment/self-evaluation** of your current teaching competencies using the **Clinical Competency Inventory (CCI) Google Form**; 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 Clinical Competency Inventories)** 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 observations and evaluations

_____ Communicate questions and concerns to your cooperating teacher, clinical supervisor, and/or the Teacher Education Program Assistant

_____ Complete the **Teacher Education Exit Survey** emailed to you eliciting feedback on your overall TE program experience

Contact Information

*All questions and concerns related to **Clinical Practice**:*

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant
(201) 684-7050 / jengler@ramapo.edu

*All questions and concerns related to the **Observation & Conference Report (OCR; observations)** and **Clinical Competency Inventory (CCI; pre/post, midpoint and final evaluations)**:*

Mrs. Ashley Restaino, Accreditation & Assessment Coordinator
(201) 684-7319 / arestai2@ramapo.edu

Appendix O: 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 Dr. Pestrong-Engler, Teacher Education Program Assistant, 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 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 *informal* observation and first *formal* observation** of your clinical intern to take place within the month of October

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 *informal* observation** of your clinical intern and hold a **post-observation conference** with the clinical intern and their cooperating teacher, if possible; **you do not need to document your informal observation using the Observation & Conference Report (OCR)**; you may like to type out your feedback and provide it to the intern in an email or Word doc for reference

_____ 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 formal observation and feedback using the [Observation & Conference Report \(OCR\) Google Form](#)

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ **Establish dates for your second formal observation** of Clinical Practice I

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 a **post-observation conference** with the clinical intern and their cooperating teacher, if possible; document your formal observation and feedback using the **Observation & Conference Report (OCR) Google Form**

_____ The **cooperating teacher** should conduct their **formal CP1 co-observation** of the clinical intern during your second formal observation and **complete their own Observation & Conference Report Google Form**

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ Review the **cooperating teacher's OCR Google Form** from their formal co-observation

_____ 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 I **by the end of the first full 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 Dr. Pestrong-Engler; formally document serious concerns using **Ramapo College's Teacher Education Student Referral Form**

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 Google Form

_____ *If not already completed*, forward the completed OCR Google Form copy you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ Ensure that your clinical intern's cooperating teacher has conducted their formal CP1 co-observation of the clinical intern and completed their own Observation & Conference Report Google Form; 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

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using **Ramapo College's Teacher Education Student Referral Form**

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)

_____ 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

_____ 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 \(OCR\) Google Form](#)

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ The **cooperating teacher** should conduct their **formal CP2 co-observation** of the clinical intern with you in **February or March**

_____ **Establish dates for your second and third formal observations**

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 \(OCR\) Google Form](#)

_____ The **cooperating teacher** should conduct their **formal CP2 co-observation** of the clinical intern and **complete their own Observation & Conference Report Google Form**

_____ **Forward the completed OCR Google Form copies** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ Review the **cooperating teacher's OCR Google Form** from their formal CP2 co-observation

_____ Immediately **after your third observation of CP2** is completed, you and the cooperating teacher should discuss the intern's performance, to date, and complete **separate formative/midpoint evaluations** and feedback using the [Clinical Competency Inventory \(CCI\) Google Form](#); a **joint midpoint evaluation conference** with the intern is encouraged, if possible; this should be completed by the **end of February**

_____ **Forward the completed CCI Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ **Establish dates for your fourth and fifth formal observations**

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 \(OCR\) Google Form](#)

_____ The cooperating teacher should conduct their formal CP2 co-observation of the clinical intern and complete an Observation & Conference Report Google Form, *if not already completed*

_____ **Forward the completed OCR Google Form copies** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ Review the cooperating teacher's OCR Google Form from their formal CP2 co-observation, *if not already completed*

_____ **Establish a date for your sixth/final formal observation**

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 \(OCR\) Google Form](#)

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ 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 II 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 \(CCI\) Google Form](#); a **joint conference** is encouraged, if possible

_____ **Forward the completed CCI Google Form copy** you receive in your inbox to your clinical intern and their cooperating teacher and confirm receipt

_____ With your clinical intern and their cooperating teacher, **establish goals and expectations for the intern's first official year of teaching**

_____ **Complete any remaining Observation & Conference Reports and the final Clinical Competency Inventory** through the designated Google Forms; all remaining OCRs and CCIs should be completed **by the end of the first full week of May**, if possible

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

_____ **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** and submission of paperwork:*

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant
(201) 684-7050 / jengler@ramapo.edu

*All questions and concerns related to the **Observation & Conference Report** (OCR; formal observations) and **Clinical Competency Inventory** (CCI; midpoint and final evaluations):*

Mrs. Ashley Restaino, Accreditation & Assessment Coordinator
(201) 684-7319 / arestai2@ramapo.edu

Appendix P: 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 Dr. Pestrong-Engler, Teacher Education Program Assistant, 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** of your school building and the opportunity to introduce themselves 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 Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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 Observation & Conference Report (OCR) Google Form** from your clinical intern's **first formal observation**

_____ **Schedule your formal CP1 co-observation** of your clinical intern with their clinical supervisor; this should take place within the month of **November**, if possible

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

November

_____ Consult the ***Clinical Practice Checklist for Clinical Interns*** to ensure your intern is engaging in the appropriate activities for the month

_____ **Conduct your formal CP1 co-observation of your clinical intern with their supervisor and hold a post-observation conference** with the clinical intern (and their clinical supervisor, if possible); **document your formal co-observation and feedback using the [Observation & Conference Report \(OCR\) Google Form](#)**

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their clinical supervisor and confirm receipt

_____ Review the **clinical supervisor's OCR Google Form** 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 I **by the end of the first full 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 Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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*, review all clinical supervisor observation feedback from CP1

_____ **Establish goals and expectations for Clinical Practice II** with your clinical intern and their clinical supervisor

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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)

_____ 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 Observation & Conference Report (OCR) Google Form** from your clinical intern's first formal observation of CP2

_____ **Schedule your formal CP2 co-observation** of your clinical intern with their clinical supervisor; this should take place within the month of **February or March**

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

February

_____ Consult the ***Clinical Practice Checklist for Clinical Interns*** to ensure your intern is engaging in the appropriate activities for the month

_____ Conduct your **formal CP2 co-observation** of your clinical intern 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 \(OCR\) Google Form](#)

_____ **Forward the completed OCR Google Form copy** you receive in your inbox to your clinical intern and their clinical supervisor and confirm receipt

_____ Review the **clinical supervisor's OCR Google Forms** 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 \(CCI\) Google Form](#); a **joint midpoint evaluation conference** with the intern is encouraged, if possible; this should be completed by the **end of February**

_____ **Forward the completed CCI Google Form copy** you receive in your inbox to your clinical intern and their clinical supervisor and confirm receipt

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

March

_____ 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 formal CP2 co-observation of your clinical intern 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 \(OCR\) Google Form](#)

_____ Forward the completed OCR Google Form copy you receive in your inbox to your clinical intern and their clinical supervisor and confirm receipt

_____ Review the **clinical supervisor's OCR Google Forms** from their fourth and fifth formal observations

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

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

_____ Review the clinical supervisor's OCR Google Form 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 II **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 \(CCI\) Google Form](#); a **joint final conference** with the intern is encouraged, if possible

_____ **Forward the completed CCI Google Form copy** you receive in your inbox to your clinical intern and their clinical supervisor and confirm receipt

_____ With your clinical intern and their clinical supervisor, **establish goals and expectations for the intern's first official year of teaching**

_____ **Complete any remaining Observation & Conference Reports and the final Clinical Competency Inventory** through the designated Google Forms; all remaining OCRs and CCIs should be completed **by the end of the first full week of May**, if possible

_____ Communicate concerns to Dr. Pestrong-Engler; formally document serious concerns using [Ramapo College's Teacher Education Student Referral Form](#)

_____ **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** and submission of paperwork:*

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

(201) 684-7050 / jengler@ramapo.edu

*All questions and concerns related to the **Observation & Conference Report (OCR; formal observations)** and **Clinical Competency Inventory (CCI; midpoint and final evaluations)**:*

Mrs. Ashley Restaino, Accreditation & Assessment Coordinator

(201) 684-7319 / arestai2@ramapo.edu