

Ramapo College of New Jersey

**Teacher Education & Certification Program
Handbook**



2022-2023

Table of Contents

Program Entry/Matriculation Requirements.....	2
Program Progression/Course Requirements	5
Program Exit Requirements	7
College Graduation Requirements	8
Advisement	10
Certification.....	11
MASE 4+1 Dual Certification Program	13
Praxis Exams.....	16
Praxis Core Academic Skills for Educators	16
Praxis II Subject Assessments	21
Teacher Education & Certification Program Signature Assessments	25
Educative Teacher Performance Assessment (edTPA).....	29
Clinical Experience and Clinical Practice: Coursework, Placements, Policies and Expectations	32
Clinical Experience	32
Clinical Practice	36
Teacher Education & Certification Program Performance and Behavioral Expectations, Violations, and Termination.....	45
Accreditation	50
Professional Standards	52
Teacher Education & Certification Program Contact Information	54
Additional Supports & Ramapo College Contact Information	56
Appendices	59
Appendix A: Teacher Education Matriculation Guidelines	60
Appendix B: Thinking About Joining the Teacher Education Program?	62
Appendix C: Elementary Education Major Four-Year Plan	64
Appendix D: Elementary Education Certification Program Requirements	67
Appendix E: Content/Subject Area Certification Program Requirements	69
Appendix F: Elementary Education Major + MA Special Education (4+1) Program Requirements	78
Appendix G: Content Area Certification Program + MA Special Education (4+1) Program Requirements	84
Appendix H: Administration of the Teacher Candidate Professional Dispositions Survey.....	87
Appendix I: Teacher Candidate Professional Dispositions Survey	88
Appendix J: Observation and Conference Report	91
Appendix K: Clinical Competency Inventory (CCI; ver3.4).....	101
Appendix L: Fieldwork/Clinical Experience Professional Dress Guidelines	134
Appendix M: Teacher Education Lesson Plan Template Parts A-D.....	135
Appendix N: Clinical Practice Checklist for Clinical Interns.....	138
Appendix O: Clinical Practice Checklist for Clinical Supervisors	142
Appendix P: Clinical Practice Checklist for Cooperating Teachers	147

Program Entry/Matriculation Requirements

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

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

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

- 1) **Enroll** in the Bachelor of Science in Elementary Education Major program or select a liberal arts major with Education as a concentration. Those who already hold a bachelor's degree may enroll in the RCNJ Teacher Education and Certification Program as a post-baccalaureate.
- 2) Establish (and maintain) a **minimum 3.0 GPA** (as of September 1, 2014). This GPA must be visible on a Ramapo College of New Jersey transcript. All students (including transfer students) wishing to enter the program must be enrolled at Ramapo College for at least one (1) semester and in at least one (1) course in order to establish a Ramapo College GPA. It is important to note that although transfer credits are accepted, a transfer GPA is NOT accepted for program admission consideration.
- 3) Take and satisfy the current **State-mandated Basic Skills Requirement** for teacher candidates: The Praxis Core Academic Skills for Educators tests or achieve a passing score on an acceptable alternative standardized assessment equivalent. Please see **Appendix A**.

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

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

Students interested in joining the Teacher Education and Certification Program at Ramapo College of New Jersey should reach out to the Teacher Education Program Assistant, Ms. Jessica Drukker, to receive initial program entry information. Once initial information is reviewed, students must schedule an appointment with either Ms. Joanne Caselli, Certification Officer, or Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant, to discuss

program entry, progression, and completion requirements. Once this initial meeting has been held, students must visit <https://ted.ramapo.edu/>, log in using their Ramapo credentials, and submit an application.

Please see **Appendix B**.

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

<i>Program Entrance/Enrollment</i>		
	Praxis Core (Combined)	150.00
	Core Retake (per section)	90.00
	Background Check	42.10
	Portfolio/Lab Fee (EDUC 222)	70.00
	Practicum Fee (EDUC 222)	100.00
<i>Mid-Point</i>		
	Substitute Certificate:	
	- NJ Criminal History	11.00
	- IndentGo Fingerprinting	67.45
	- Application to County	125.00
	Practicum Fee (EDUC 346)	100.00
	Lab Fee (EDUC 350)	50.00
	Lab Fee (EDUC 370/375)	100.00
<i>Pre-Clinical Practice</i>		
	Praxis Content Test (Single Subject)	120.00
	Praxis Content Test (Foreign Language)	160.00
	Praxis Elementary Subjects (Combined)	170.00
	Praxis Elementary Subjects (Single)	60.00

<i>Clinical Practice I/II</i>		
	edTPA Registration Fee (EDUC 490/EDUC 495)	300.00
	edTPA Retake (single section)	100.00
	Clinical Practice I Fee (EDUC 310/EDUC 315/EDUC 344)	200.00
	Clinical Practice II - Internship Fee (EDUC 490/EDUC 495)	200.00
<i>Completion of Program</i>		
	NJ Teacher Certification (single)	190.00

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Program Progression/Course Requirements

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

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

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

Please see **Appendix C**.

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

Please see **Appendix D**.

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

Please see **Appendix E**.

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

Please see **Appendix F**.

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

Please see **Appendix G**.

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

Please **contact your Teacher Education advisor first**. If additional support is needed, you may contact:

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Dr. Julie Norflus-Good, Director of the MA in Special Education Program

Office: E-220

Telephone: (201) 684-7246

Email: jgood@ramapo.edu

Program Exit Requirements

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

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

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

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

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

Please **contact your Teacher Education advisor first**. If additional support is needed, you may contact:

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

College Graduation Requirements

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

Credit and Grade Point Requirements:

- Students must complete a minimum of 128 graduation credits to be eligible for a degree. (Transfer students should note all residency requirements outlined in the College Catalog.) Identical courses (which have the same course identification number) taken more than one time count only once toward graduation credit. Transfer students should refer to their transfer evaluation to ensure they do not repeat a course which has already transferred. Courses numbered below 100 do not count toward the graduation credit requirement.
- Students must have a 2.0 cumulative grade point average (GPA) as well as a 2.0 GPA in their major and second major and/or minor to be eligible for a degree. All courses taken at Ramapo College (including those numbered below 100) apply to the GPA whether for graduation credit or not. Transferred course work does not count in the GPA at Ramapo College.

School Core Requirements:

- Students must affiliate with one of the College's five Schools:
 - School of Humanities and Global Studies
 - Anisfield School of Business
 - School of Contemporary Arts
 - School of Social Science and Human Services
 - School of Theoretical and Applied Science
- Each School requires students who declare one of its majors to complete a core program which emphasizes the School's theme and provides a context for later work in the major. The core programs vary in the number of credits required. Required School core courses also may fulfill General Education requirements. Students completing a minor outside of the School of their major are not required to complete the core program of the School of their minor.
- All students must complete the College General Education Program:
 - See the General Education page: <https://www.ramapo.edu/catalog-2019-2020/general-education/>

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

- For detailed information about College graduation requirements see:
 - <https://www.ramapo.edu/catalog-2019-2020/grad-requirements/>

- *What are the **procedures for graduation** at Ramapo College?*
 - Detailed procedures for graduation can be found through the Registrar's Office: <https://www.ramapo.edu/registrar/graduation-commencement>

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

Registrar

Office: D-224

Telephone: (201) 684-7520

Email: grad@ramapo.edu

Advisement

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

Your **assigned academic advisor** can be identified by accessing your Network in Connect:

<https://www.ramapo.edu/myadvisor/>

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

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

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

- *How do I **contact** my advisor?*

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

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Certification

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

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

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

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

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

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

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

Current timelines and documentation are provided to students prior to and during Clinical Practice to ensure that the certification process is as smooth and efficient as possible.

- *Who should I **contact** with questions regarding teacher certification?*

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

MASE 4+1 Dual Certification Program

- ***What is the MASE 4+1 Dual Certification program?***

The MASE 4+1 Dual Certification program offers students the option of a five-year integrated undergraduate and graduate program that prepares them to be both elementary or secondary content area teachers, as well as teachers of students with special needs. The MASE 4+1 Dual Certification program option is ideal for students who are specifically interested in:

- the academic rigor and opportunity to achieve:
 - a Bachelor of Science in Elementary Education (BSEE) and Master of Arts in Special Education (MASE) degree in just five years; or
 - a bachelor’s degree in a Content Area aligned with Secondary Certification and Master of Arts in Special Education (MASE) degree in just five years; and
- obtaining either:
 - NJ Elementary (K-6) Certificate of Eligibility with Advanced Standing (CEAS) and NJ Teacher of Students with Disabilities Endorsement; or
 - NJ Subject Area (K-12) Certificate of Eligibility with Advanced Standing (CEAS) and NJ Teacher of Students with Disabilities Endorsement.

- ***What are the requirements of the MASE 4+1 Dual Certification program?***

The MASE 4+1 Dual Certification program requirements consist of both coursework, distinct course-aligned clinical experiences and a full-year clinical practice internship in a variety of both inclusive and special education school settings. Required courses and clinical internships may be taken during the traditional fall and spring semesters, summer sessions I and II, winter session and online. Please see the College’s [Academic Calendar](#).

Students who enroll in the MASE 4+1 program complete all of the required Teacher Education & Certification Program and MASE coursework and clinical internship during just five years. However, three (3) graduate-level courses are completed during Years 3 and 4 of the undergraduate experience and, therefore, 12 credits are applied as dual undergraduate and graduate credit to both degrees. The table below provides details regarding these integrated dual credit courses:

<i>Program Year /Semester</i>	<i>Teacher Education Course Requirement</i>	<i>Aligned MASE 4+1 Dual Credit Replacement Course</i>
Year 3/Fall, Spring or Summer Semester	EDUC 360/EDUC 395	EDSP 610 – HOME SCHOOL AND COMMUNITY FOR DIVERSE LEARNERS
Year 4/Fall Semester	EDUC 365	EDSP 615 – LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING
Year 4/Spring Semester	EDUC 395	EDSP 620 – IMPLEMENTATION OF PROFESSIONAL SKILLS (FIELD COMPONENT)

The fourth year of the student's academic program is a modified cohort model which also requires:

- **Fall Semester** – completion of the part-time Clinical Practice I internship (180 hours) and co-requisite methods courses
- **Spring Semester** – completion of the full-time Clinical Practice II internship (525 hours) and co-requisite Capstone Seminar

For additional information regarding the NJ Elementary K-6 Certificate of Eligibility with Advanced Standing requirements, please visit [NJDOE K-6 Elementary CEAS](#).

For additional information regarding the NJ Subject Area K-12 Certificate of Eligibility with Advanced Standing requirements, please visit [NJDOE K-12 Subject Area CEAS](#).

For additional information regarding the Teacher of Students with Disabilities Certificate of Eligibility with Advanced Standing requirements, please visit [NJDOE Teacher of Students with Disabilities CEAS](#).

Completion of the above program is noted on the student's official Ramapo College of NJ transcripts. Guidance is provided for students to successfully apply to the State of New Jersey for the appropriate Certificate of Eligibility with Advanced Standing.

[See Full Program Requirements – Teacher Education Program](#)

[See Full Program Requirements – Master of Arts in Special Education \(MASE\)](#)

- *How do I **enroll** in the MASE 4+1 Dual Certification program?*

Prospective MASE 4+1 students are strongly encouraged to consult with Dr. Julie Good, MASE/MASE 4+1 Program Director (201-684-7246) prior to enrollment in or application to this program.

Students interested in enrolling in the MASE program in the 4+1 track should complete the College's [Declaration Form](#).

- *What does the MASE 4+1 Dual Certification program **curriculum** consist of?*

4+1 Elem Ed / MASE and 4+1 Subject Area (Secondary Ed) / MASE

**Subject to change based on individual advising*

Double counting courses taken during undergraduate curriculum

EDSP 610 - HOME SCHOOL AND COMMUNITY FOR DIVERSE LEARNERS (4 Credits)

EDSP 615 - LANGUAGE, LITERACY AND LEARNING IN A DIVERSE SETTING (4 Credits)

EDSP 620 - IMPLEMENTATION OF PROFESSIONAL SKILLS (FIELD COMPONENT) (4 Credits)

Summer I – 6 credits (Graduate level)

EDSP 630 - INTERDISCIPLINARY STUDIES IN A DIVERSE CLASSROOM (4 Credits)

EDSP 705 - THESIS SEMINAR (2 Credits)

Summer II – 4 credits (Graduate level)

EDSP 635 - INCLUSION (4 Credits)

Fall – 7 credits (Graduate level)

EDSP 625 - SCHOOL BASED ASSESSMENT AND IMPLEMENTING DATA DRIVEN (4 Credits)

EDSP 720 - CAPSTONE RESEARCH PROJECT I (3 credits)

Spring – 7 credits (Graduate level)

EDSP 640 - ASSISTIVE TECHNOLOGY (4 Credits)

EDSP 725 - CAPSTONE RESEARCH PROJECT II (3 Credits)

Curriculum Plan: [4+1 Elementary Education BS and Special Education MA](#)

***Curriculum maps and course offerings subject to change*

- *Who should I **contact** with questions regarding the MASE 4+1 Dual Certification program?*

Dr. Julie Norflus-Good, Director of the MA in Special Education Program

Office: E-220

Telephone: (201) 684-7246

Email: jgood@ramapo.edu

Ms. Patti Cantor, Graduate Program Assistant

Office: E-221

Telephone: (201) 684-7638

Email: pcantor@ramapo.edu

Praxis Exams

Praxis Core Academic Skills for Educators

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

In order to officially matriculate in a teacher preparation program in the State of New Jersey, candidates must hold a 3.00 GPA minimum and meet the State's basic skills requirement. There are two ways to meet the basic skills requirement. You may either:

1. Demonstrate a score on the SAT, ACT, or GRE at above the cut score for the year in which the exam was taken (see cut scores below); or
2. Pass a Commissioner-approved assessment of basic skills. Currently, the only approved assessment for this is the Praxis Core Academic Skills for Educators exam (see cut scores below). The New Jersey Department of Education will accept the highest score on each test section, regardless of test date.

SAT:

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, Evidence-Based Reading and Writing 610 or Reading Section 30

ACT:

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

GRE:

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

Praxis Core Tests & Passing Scores:

Test Code	Test Name	Testing Window	Passing Score
5752	Core Academic Skills for Educators: Combined Test* (includes all three subtests: reading, writing, and math)	Continuous testing	
OR			
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.*

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

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

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

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

The passing scores for the Praxis Core are as follows:

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

For the most up-to-date passing scores for New Jersey, please see:

<https://www.ets.org/praxis/nj/requirements/>.

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

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

<http://www.ets.org/praxis/register/>

When you register to take any Praxis exam, you must **list Ramapo College of New Jersey as a “Score Recipient.”** When your score report becomes available through your ETS account, **please upload it to the TED website right away. Save your score report electronically on different devices** (or a cloud) as soon as possible. ETS removes

score reports one (1) year from the score reporting date. Do not wait or you will have to pay a fee to access your report in the future.

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

<https://www.ets.org/praxis/about/fees/>

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

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

1. Strategies and Tips: You will find some helpful tips and strategies to help you do your best on the Praxis tests at the following ETS web page:
<https://www.ets.org/praxis/prepare/tips>
2. Develop a Study Plan: A study plan provides a roadmap to prepare for the Praxis tests. It can help you understand what skills and knowledge are covered on the test and where to focus your attention. Find more information at the following ETS web page:
<https://www.ets.org/praxis/prepare/study>
3. Free Praxis Core Resources: It is recommended that students exhaust all *free* resources before purchasing any test preparation materials. Free resources can be found at the following web pages:

ETS Praxis Online Study Companions:

- Core Reading: <https://www.ets.org/praxis/prepare/materials/5713>
- Core Writing: <https://www.ets.org/praxis/prepare/materials/5723>
- Core Mathematics: <https://www.ets.org/praxis/prepare/materials/5733>

Khan Academy Praxis Core Prep:

- <https://www.khanacademy.org/prep/praxis-core>

Additional Resources:

- NJ Test Requirements: <https://www.ets.org/praxis/nj/requirements/>
- Praxis Core Overview: <https://www.ets.org/praxis/about/core>
- All Praxis Preparation Materials: <https://www.ets.org/praxis/prepare/materials>
- Praxis FAQs: https://www.ets.org/praxis/faq_test_takers/

- *When and where do I **take** the Praxis Core?*

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

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

Additionally, ETS offers **At Home Testing**. Please see the following ETS web page for more information:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Note: Customer Service Representatives can give out information only to the registered test taker, unless the test taker is under the age of 18. If the test taker is under the age of 18, representatives can speak with a parent, guardian or other legal proxy.

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

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

Mail:

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

Overnight Mail:

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

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

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

Praxis II Subject Assessments

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

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

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

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

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

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

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

At Home Testing is also available: https://www.ets.org/praxis/register/at_home

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

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

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

If this is the first time you are registering for a Praxis account, create a new account using credentials (email and password) that you will remember. Write them down and keep them in a safe place for future use.

The cost of the Praxis Subject Assessment Test varies depending on which assessment/s you take. The fees range from \$120.00 to \$210.00. You can find a list of the assessment fees at the following web site: <https://www.ets.org/praxis/about/fees/>

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

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

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

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

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

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

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

Select the Praxis Subject Assessment you wish to take from the drop-down list near the top of the web page and it will display the testing window for that assessment. To find out where you should take your Praxis Subject Assessment, scroll to the bottom of the page where you can search for the Test Center nearest you by submitting your zip code. You may decide to utilize ETS's At Home Testing option as opposed to taking the test at a testing center: https://www.ets.org/praxis/register/at_home

- *How and when do I receive my **scores** for the Praxis Subject Assessment test/s?*

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

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

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

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

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

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

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

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

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

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

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

Note: Customer Service Representatives can give out information only to the registered test taker, unless the test taker is under the age of 18. If the test taker is under the age of 18, representatives can speak with a parent, guardian or other legal proxy.

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

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

Mail:

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

Overnight Mail:

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

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

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

Teacher Education & Certification Program Signature Assessments

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

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

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

Assessment Name/ Evaluation Method	Point in Program Where Assessment Takes Place	Alignment to InTASC Standards	Alignment to NJPST
3.0 GPA	Required for official program entry and required for certification; monitored throughout program	N/A	N/A
Praxis Core Academic Skills for Educators Exam	Required for official program entry; state-mandated basic skills exam	N/A	N/A
Teacher Candidate Professional Dispositions Survey	EDUC 222 Teaching: Principles and Practices (entry) EDUC 360 Introduction to Special Education (midpoint)	2, 3, 9, 10	2, 3, 9, 10, 11
Instructional Technology Final Project	EDUC 241 Instructional Technology (midpoint)	5-8	5-8
Lesson Plan	Clinical Practice I / All Methods Courses: EDUC 310, 315, 365, 370, 375 (second to last semester in program)	2-4, 6-9	2-4, 6-9
Clinical Competency Inventory	Clinical Practice II (last semester in program); evaluations completed by clinical supervisor, cooperating teacher, and clinical intern (self)	1-10	1-11

Educative Teacher Performance Assessment (edTPA) Portfolio	Clinical Practice II (last semester in program); state-mandated teacher performance assessment required for certification	1-9	1-9
Praxis Subject Assessment/s	State-mandated content-specific/subject area exam required for certification; must be taken prior to entering Clinical Practice; must be passed before candidate can be recommended for certification	4	4
Teacher Education Exit Survey	Clinical Practice II (last few weeks of program)	1-10	1-11

- What are the **minimum performance benchmarks*** for these required assessments?

Assessment Name / Evaluation Method	Point in Program Where Assessment Takes Place	Minimum Performance Benchmark*
GPA	State requirement for entry and certification	3.0
*Praxis Core Academic Skills for Educators Exam	State requirement for entry (https://www.ets.org/praxis/nj/requirements)	Reading: 156 Writing: 162 Math: 150
Teacher Candidate Professional Dispositions Survey	EDUC 222 Teaching: Principles and Practices (entry) EDUC 360 Introduction to Special Education (midpoint)	2.50/4.00 (between “Approaches Expectations” and “Meets Expectations”) 3.00/4.00 (“Meets Expectations”)
Instructional Technology Final Project	EDUC 241 Instructional Technology (midpoint)	3.00/4.00 (“Meets Expectations”)
Lesson Plan (Parts A-C)	Clinical Practice I / All Methods Courses: EDUC 310, 315, 365, 370, 375 (second to last semester in program)	2.75/4.00 (between “Approaches Sufficiency” and “Sufficient”)
Clinical Competency Inventory	Clinical Practice II (last semester in program)	Midpoint/Formative CCI: 2.50/4.00 (between “Novice” and “Proficient”)

		Final/Summative CCI: 3.00/4.00 ("Proficient")
*Educative Teacher Performance Assessment (edTPA) Portfolio	Clinical Practice II (last semester in program); State requirement for certification	World Languages: 32 Secondary Content Areas: 37 Elementary Education: 44
*Praxis Subject Assessment/s	Clinical Practice (last year in program); State requirement for certification	Varies by content area; please see the following website: https://www.ets.org/praxis/nj/requirements
Teacher Education Exit Survey	Clinical Practice II (last few weeks of program)	N/A

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

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

Teacher Education faculty, adjunct faculty, staff, clinical supervisors, and cooperating teachers all work closely to monitor teacher candidates' progress and to provide individualized support, coaching, and advisement throughout the program. If at any point in time one or more of the aforementioned parties are concerned that a teacher candidate will not meet or has not met expectations and/or minimum performance benchmarks for any assessments, assignments, and/or clinical work, a **Student Referral Form** is filed: <https://tinyurl.com/yrbhpf9>

Concerns may be academic or non-academic.

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

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

Concerns are not limited to those aforementioned.

The information provided in the referral form will be automatically sent to the Assistant Dean of Teacher Education. The Assistant Dean will identify and communicate with all necessary parties (i.e., the candidate, their professor/course instructor and/or advisor and/or program director, director of clinical experiences, clinical supervisor, and cooperating teacher) in order to determine an appropriate course of action.

A meeting will take place among those required by the Assistant Dean and a subsequent **Action Plan for Support** will be completed by the Assistant Dean or the individual directly responsible for supporting and monitoring the candidate: <https://tinyurl.com/y45emaf3>

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

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

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

Email: arestai2@ramapo.edu

Educative Teacher Performance Assessment (edTPA)

- *What is the **edTPA**?*

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

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

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

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

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

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

There are designated edTPA Support Sessions each year that are communicated to all clinical interns by the Program Accreditation & Assessment Coordinator, Mrs. Ashley Restaino. Mrs. Restaino guides all clinical interns through the registration and submission processes during designated submission sessions.

The cost of submitting the edTPA portfolio is \$300.00. This is paid in advance as a course fee connected to the Clinical Practice Capstone course taking during Clinical Practice II.

If a teacher candidate needs to resubmit parts or all of their portfolio due to the issuance of condition codes and/or a final score that does not meet the New Jersey Department of Education's minimum requirement, additional costs will be incurred. Please see below.

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

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

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

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

Throughout Clinical Practice II, interns are provided with additional support and guided submission sessions.

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

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

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

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

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

Teacher candidates may submit a request for alternative edTPA arrangements due to a diagnosed disability. Please see the following website for more information:

http://www.edtpa.com/PageView.aspx?f=GEN_RequestingAlternativeArrangements.html

Additionally, please contact the Office of Specialized Services (OSS) for further assistance:

<https://www.ramapo.edu/oss/home/oss-staff-contact-information/>.

- *Who should I **contact** with questions regarding the edTPA?*

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

Email: arestai2@ramapo.edu

Clinical Experience and Clinical Practice: Coursework, Placements, Policies and Expectations

Clinical Experience

- *What is **clinical experience**?*

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

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

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

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

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

Course Name	Course Code	When Course is Typically Completed	Location of Clinical Experiences	Minimum Clinical Experience Hours Required
<i>Student Literacy Corps</i>	EDUC 211	Freshman- Spring/ Sophomore- Fall	Paterson Public Schools	22
<i>Teaching: Principles and Practices</i>	EDUC 222	Sophomore- Spring/ Junior- Fall	iLearn Charter Schools	20
<i>Literacy: Theory and Practice (Elementary)</i>	EDUC 346	Junior	Local Partner District	20-25
<i>Reading and Writing in the Content Areas (Secondary)</i>	EDUC 350	Senior	Local Partner District	10
<i>Introduction to Special Education</i>	EDUC 360	Junior or Senior	On RCNJ Campus - Forum School Partnership	EDUC 301 (2-credit co-requisite)

- *What steps do I need to take to ensure I am **eligible** for clinical experience?*

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

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

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

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

- *How am I **evaluated** during clinical experience?*

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

1. **The Teacher Candidate Professional Dispositions Survey (PDS)** - is introduced to teacher candidates in their first education course upon matriculation, EDUC 222 - Teaching: Principles and Practices (first official year/semester in program). The course instructor spends class time explaining dispositions and their importance in the teaching profession. During the initial weeks of the EDUC 222, the teacher candidate completes her/his own self-assessment using the PDS. The EDUC 222 course instructor and the clinical experience cooperating teachers are notified with instructions at the start of the semester to monitor their candidates' dispositions in relation to the behaviors outlined in the PDS. At the end of the semester, the course instructor and cooperating teachers complete the PDS for each teacher candidate. If the course

instructor and/or cooperating teachers indicate any “Dispositional Concerns” at the bottom of the PDS, this is immediately explored further. If teacher candidates do not achieve an overall benchmark score of 2.75 (between “Approaches Expectations” and “Meets Expectations”) from either the course instructor or their cooperating teacher, the EPP’s digital Student Referral Form is filed by the course instruction, and an individualized intervention/remediation process is initiated with the Assistant Dean of Teacher Education and/or Director of Clinical Experiences and documented/monitored using the EPP’s digital Action Plan for Support Form.

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

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

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

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

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

It is the pre-clinical intern’s responsibility to submit all required work products to their course instructors, according to the performance criteria and due dates detailed in the respective course syllabus.

- *What are Ramapo College's Teacher Education & Certification Program's clinical experience **guidelines and policies** for teacher candidates?*

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

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

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

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

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

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

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

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

Clinical Practice

- *What is **Clinical Practice**?*

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

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

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

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

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

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

Clinical Practice I *typically* takes place between the first week of September and the second week of December. It is optional for clinical interns to attend their school setting during the third week of December (finals week) if they have met the 175 hour/22 day State requirement. If clinical interns do not meet this requirement by the CP1 end date, the third week of December should be used to meet the requirement. Because clinical interns are also full-time students finishing their required coursework during CP1, they are expected to follow the College’s academic

calendar. The Teacher Education & Certification Program designates specific days of the week for coursework to allow interns the opportunity to reserve two (2) full school days in the field.

Clinical Practice II takes place between the third week of January and the last week of April/first week of May. If interns can start CP2 immediately following the holiday break when their respective K-12 school districts reopen, that is strongly encouraged. Clinical interns who decide to live on campus during Clinical Practice II must apply for Winter Housing, if necessary, and assume all associated costs. Please see the following link for more information on Winter Housing: <https://www.ramapo.edu/reslife/winter/>. It is optional for clinical interns to attend their school setting during the first/second week of May if they have met the 480 hour/60 day State requirement. If clinical interns do not meet this requirement by the CP2 end date, the second and third weeks of May should be used to meet the requirement. Because clinical interns have completed all required coursework by the start of CP2, they are expected to follow their assigned school district's calendar.

Clinical interns are permitted up to three (3) excused absences (i.e., illness and personal/emergency) during Clinical Practice II. Every effort should be made by clinical interns to notify their cooperating teacher, clinical supervisor, and the Teacher Education Program Assistant of their absence/s as far in advance as possible. Attendance at *edTPA Support Sessions* throughout Clinical Practice (typically three (3) to four (4) during CP1 and three (3) during CP2) are considered excused absences, and do not count toward the three (3) total excused absences provided for interns during CP2.

Please note that as of August 2022, the edTPA is still a New Jersey teacher certification requirement. Should this requirement change at some point during the 2022-2023 academic year, this information will be communicated.

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

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

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

- A minimum 3.0 cumulative GPA;
- Required scores on the SAT, ACT, GRE *or* passing scores on the Praxis Core Academic Skills for Educators exam (reading, writing, and math);
- Completion of all foundational and professional education coursework;
- Completion of all coursework required for major, minor, and concentration by the end of Clinical Practice I;
- Valid substitute teacher license;

- Mantoux/TB test (test administered no earlier than six (6) months prior to the start date of Clinical Practice I);
- Reliable transportation; and
- Praxis Subject Assessment test/s scores (at least first attempt; passing score/s not required until end of Clinical Practice II for certification).

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Teacher candidates must first schedule an appointment with Ms. Joanne Caselli, Teacher Education Certification Officer, to ensure all requirements for Clinical Practice have been met. An updated professional resume must be provided during this meeting.

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

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

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

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

The **Observation and Conference Report** (OCR) is a performance-based, formative assessment instrument used to provide feedback to clinical interns on observed lessons. The OCR is used by both clinical supervisors and cooperating teachers during Clinical Practice I and Clinical Practice II. The OCR contains eleven (11) indicators that

align to the New Jersey Professional Standards for Teachers (NJPST) and Interstate Teacher Assessment Consortium (InTASC) standards.

During Clinical Practice I, clinical supervisors observe their assigned clinical interns teach three (3) separate lessons – one informal and two formal – and hold a conference to deliver feedback after each observed lesson. Clinical supervisors must complete and submit a digital Observation and Conference Report after each *formal* observation/post-observation conference. Interns' cooperating teachers must do the same, but only once during Clinical Practice I. It is encouraged that cooperating teachers' observations/post-observation conferences coincide with one of the supervisors' formal observations and post-observation conferences, if possible.

During Clinical Practice II, clinical supervisors observe their assigned clinical interns teach six (6) separate lessons and hold a conference to deliver feedback after each observed lesson. Clinical supervisors must complete and submit a digital Observation and Conference Report after each formal observation/post-observation conference. Interns' cooperating teachers must do the same, but only once during Clinical Practice II. It is encouraged that cooperating teachers' observations/post-observation conferences coincide with one of the supervisors' observations and post-observation conferences, if possible.

Please see [Appendix J](#) for the **Observation and Conference Report**.

The **Clinical Competency Inventory** (CCI) is a performance-based observational instrument designed to provide actionable feedback on the progress of individual clinical interns completing Clinical Practice. The CCI is a standards-based assessment rubric that measures key competencies aligned to the 2013 InTASC Standards, 2014 New Jersey Professional Standards for Teachers, and the current Educative Teacher Performance Assessment (edTPA) rubrics. The CCI specifies the defining set of competencies that preservice teachers must demonstrate before being recommended for certification.

The CCI was designed to formally assess competencies and provide feedback to the clinical intern during Clinical Practice II (CP2; full-time student teaching). It is to be used as a formative assessment at the midpoint of CP2 (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 is introduced to clinical interns at the start of CP1 as a self-assessment. The OCR and CCI are both used to guide the development of the clinical intern and to provide feedback on the candidate's strengths and areas in need of improvement.

The procedure for using the CCI as a developmental tool is as follows:

1. At the start of the year-long Clinical Practice internship, the clinical intern conducts an initial pre-assessment/self-evaluation by completing the CCI. This baseline assessment will help guide the intern's goals and progress.

2. At the first visit of Clinical Practice I, the clinical supervisor reviews the Observation and Conference Report (OCR) and Clinical Competency Inventory (CCI) with the 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 together (co-observation, if possible) and complete the OCR independently. They discuss with the intern what behaviors they observed along with each of the 11 standards, as well as specify areas of strength and areas for improvement.
4. During the second or third month of Clinical Practice II (February or March), the clinical supervisor and cooperating teacher observe the clinical intern together (co-observation, if possible) and complete the OCR independently. They discuss with the intern what behaviors they observed along with each of the 11 standards, as well as specify areas of strength and areas for improvement.
5. At the midpoint of CP2 (February), the clinical supervisor and cooperating teacher complete the CCI independently. They hold a midpoint conference with the clinical intern to discuss their CCI ratings and comments.
6. At the completion of the internship (April/May), the clinical supervisor and cooperating teacher complete the CCI independently. They hold a final conference with the clinical intern to discuss their final CCI ratings and comments.
7. At the very end of Clinical Practice II, the clinical intern conducts a final post-assessment/self-evaluation by completing the CCI. This will help guide the intern's future goals and progress.

Please see [Appendix K](#) for the **Clinical Competency Inventory**.

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

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

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

Clinical interns must thoroughly and thoughtfully prepare for their clinical supervisors' three (3) scheduled observations, one informal observation followed by two formal observations. One of the formal observations should be co-observed by their cooperating teachers. Important, clinical interns are required to use the Ramapo College Teacher Education Lesson Plan Template Part A for all supervisor observations. For all other lessons, the clinical intern may use the cooperating school's lesson plan format. Interns' performance delivering these lessons will be evaluated using the Observation & Conference Report. Interns must submit the aligned lesson plans to

their supervisors and cooperating teachers before the evaluation takes place. Please see **Appendix M** for the ***Teacher Education Lesson Plan Template (Part A)***.

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

Clinical interns must thoroughly and thoughtfully prepare for their clinical supervisors' six (6) scheduled observations, one of which is co-observed by their cooperating teachers. Important, clinical interns are required to use the Ramapo College Teacher Education Lesson Plan Template Part A for all supervisor observations. For all other lessons, the clinical intern may use the cooperating school's lesson plan format. Interns' performance delivering these lessons will be evaluated using the Observation & Conference Report. Interns must submit the aligned lesson plans to their supervisors and cooperating teachers before the evaluation takes place. Please see **Appendix M** for the ***Teacher Education Lesson Plan Template (Parts A)***.

Additionally, clinical supervisors and cooperating teachers will complete an evaluation of their interns' overall performance at the midpoint (February) and end (May) of Clinical Practice II. Interns' overall performance will be evaluated using the Clinical Competency Inventory. Interns must come prepared to their midpoint/formative and final/summative evaluation conferences with evidence and artifacts related to indicators that their supervisors may not have observed during observations. Interns should be ready to engage in conversation about their areas of strength and weakness, including future goals and action steps.

At the end of Clinical Practice II, clinical interns must complete a Teacher Education & Certification Program Exit Survey during their final Clinical Practice Capstone seminar session. Lastly, interns are required to conduct a post-assessment of their own teaching competencies by completing the digital Clinical Competency Inventory.

It is the clinical intern's responsibility to submit all certification paperwork and related requirements to the Teacher Education Certification Officer, Ms. Joanne, Caselli, according to the information and dates provided during Clinical Practice Capstone seminar.

For more information regarding clinical interns' responsibilities throughout Clinical Practice, please see **Appendix N** for the ***Clinical Practice Checklist for Clinical Interns***.

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

All clinical supervisors must receive training at the start of each academic year. Training is provided at Clinical Practice Orientation before the start of the Clinical Practice internship. Online training videos are also available.

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

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

For more information regarding clinical supervisors' responsibilities throughout Clinical Practice, please see **Appendix O** for the ***Clinical Practice Checklist for Clinical Supervisors***.

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

All cooperating teachers must receive training at the start of each academic year. Training is provided at Clinical Practice Orientation at the start of the Clinical Practice internship. Online training videos are also available.

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

Cooperating teachers are expected to model highly effective teaching while allowing their intern to only assume responsibilities for which they are prepared. Cooperating teacher must provide their intern with the school's/district's required curriculum guides, resources, and materials.

Cooperating teachers should acquaint their intern with the mechanics of classroom routines, including how and why routines were established.

Cooperating teachers must monitor their intern's progress and provide clear instructions, expectations, scaffolding, constructive feedback, and encouragement.

Lastly, cooperating teachers must evaluate their intern and engage in post-observation and evaluation conferences.

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

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

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

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

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

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

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

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

During Clinical Practice II, clinical interns may serve as a substitute teacher in emergency situations only. This should be kept to a minimum. Days spent as a substitute teacher for clinical interns' *own* cooperating teacher can be counted toward the internship. If interns are serving as a substitute teacher, they are to be paid at the Board rate. Once the Clinical Practice internship officially ends in late April/early May, interns may serve as a regular substitute throughout the months of May and June.

Failure to adhere to these policies, or the College's policies and procedures for students (<https://www.ramapo.edu/student-conduct/student-handbook/>), or the school district's policies for faculty and students will result in the termination of the internship.

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

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

Ms. Joanne Caselli, Teacher Education Certification Officer

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Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

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Teacher Education & Certification Program Performance and Behavioral Expectations, Violations, and Termination

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

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

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

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

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

Unfortunately, there are cases when a Teacher Education & Certification Program student meets course academic requirements, but fails to demonstrate appropriate professional behavior at the College or in clinical experience/practice settings. If a candidate has difficulty with any part of his or her academic program or fails to demonstrate appropriate professional behaviors, program faculty and/or staff will intervene. Such intervention may require the development and implementation of an individualized corrective Action Plan for Support. In cases

where disciplinary actions are warranted, the matter will be referred to the RCNJ Office of Student Conduct and College Judicial Board, as necessary.

When incidents or questions as to professional or unethical behaviors are reported to Teacher Education & Certification Program faculty, staff or administrators, program faculty and staff will make every effort to gather information and evidence from multiple sources, including clinical supervisors, faculty members, school personnel, law enforcement, or other state agencies, as appropriate. Depending on the nature and severity of the reported behavior, the response to the situation will differ and be dealt with on a case-by-case basis. Specific behavioral infractions and circumstances that may result in intervention and/or removal from the Program are described below to provide the teacher candidate with a better understanding of overall Program and College expectations:

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

School District and/or Teacher Education & Certification Program and Ramapo College of New Jersey Policies

Students must adhere to the policies and procedures of the RCNJ Code of Conduct

(<https://www.ramapo.edu/student-conduct/>), the RCNJ Teacher Education & Certification Program Handbook, and the New Jersey Professional Standards for Teachers (N.J.A.C.6A: 9). A breach of any of the above may result in termination from the program.

Reasonable Cause

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

Procedure

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

Charges for Incurred Expenses

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

Grading/Withdrawal

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

Special Circumstances:

- In the case of consecutive absences by a cooperating teacher, the clinical intern must contact his/her clinical supervisor and the Director of Clinical Experiences, Dr. Richard Russo: (201) 684-7899 and rrusso@ramapo.edu.
- A clinical intern that is involved in any situation or incident where legal action is warranted and/or is a witness or party to the situation or incident, must report this to the Director of Clinical Experiences immediately.
- If a student does not complete their edTPA portfolio assessment by the time the Clinical Practice II Capstone semester (Student Teaching) ends, an extended placement may be required. In such cases, the student will be responsible for proactively addressing the need for extension with the Director of Clinical

Experiences and the Program Accreditation and Assessment Coordinator, as well as his/her clinical supervisor, cooperating teacher, CPII Capstone Seminar instructor, and others, as appropriate.

- If any problems arise that the clinical intern and the cooperating teacher/s cannot resolve, the clinical intern must contact the Director of Clinical Experiences and their clinical supervisor.
- Occasionally, a student is unable to meet performance standards of clinical experience or Clinical Practice, or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the Clinical Practice I or Clinical Practice II Capstone (Student Teaching) experience must be discussed with the clinical supervisor, the Director of Clinical Experiences, and the Assistant Dean of Teacher Education.
- *What is the **process for dismissal** from the Teacher Education & Certification Program?*

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

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

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

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

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

<https://tinyurl.com/s439txd>.

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

, Assistant Dean of Teacher Education

Office: E-231

Telephone: (201) 684-7613

Email:

Dr. Aaron Lorenz, Dean of School of Social Sciences and Human Services

Office: ASB-431

Telephone: (201) 684-7624

Email: alorenz@ramapo.edu

Accreditation

- *What is **accreditation**?*

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

Effective Spring 2021, the Teacher Education & Certification Program at Ramapo College of New Jersey is accredited by the Council for the Accreditation of Educator Preparation (CAEP) through Spring 2027. The New Jersey Department of Education (NJDOE) requires that all educator preparation programs that lead to certification achieve and maintain accreditation through an approved educator accreditation agency recognized by the Council for Higher Education Accreditation (CHEA).

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

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

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

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

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

Accreditation matters to:

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

Teacher Educators – since the process is infused with research and development, the knowledge base of effective practice will grow

State education agencies – provides a strong partner for quality assurance, helps connect the national consensus on preparation to state-level policy and provide support for a state's own authorization/accountability system

Education Professionals – rigorous standards elevate the profession

(Retrieved from: <http://caepnet.org/accreditation/about-accreditation/why-it-matters>)

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

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

Email: arestai2@ramapo.edu

Professional Standards

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

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

- **Standard One – Learner Development** – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard Two – Learning Differences** – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard Three – Learning Environments** – The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Standard Four –Content Knowledge** – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard Five – Application of Content** – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard Six – Assessment** – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.
- **Standard Seven – Planning for Instruction** – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- **Standard Eight – Instructional Strategies** – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard Nine – Professional Learning** – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
- **Standard Ten – Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **Standard Eleven – Ethical Practice** – The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

- *What do the NJPST mean for me?*

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

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

Assistant Dean of Teacher Education

Office: E-231

Telephone: (201) 684-7613

Email:

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

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Teacher Education & Certification Program Contact Information

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Registrar

Office: D-224

Telephone: (201) 684-7520

Email: grad@ramapo.edu

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

- *Who should I contact regarding **NJDOE requirements and teacher certification?***

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Ms. Joanne Caselli, Teacher Education Certification Officer

Office: E-234

Telephone: (201) 684-7626

Email: jcaselli@ramapo.edu

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

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

Email: arestai2@ramapo.edu

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

Mrs. Ashley Restaino, Program Accreditation & Assessment Coordinator

Office: E-225

Telephone: (201) 684-7319

Email: arestai2@ramapo.edu

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

Dr. Jordana Pestrong-Engler, Teacher Education Program Assistant

Office: E-219

Telephone: (201) 684-7050

Email: jengler@ramapo.edu

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

Dr. Aaron Lorenz, Dean of School of Social Sciences and Human Services

Office: ASB-431

Telephone: (201) 684-7624

Email: alorenz@ramapo.edu

Additional Supports & Ramapo College Contact Information

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

Office of Specialized Services

Location: C-Wing, Room 205

Telephone: 201-684-7514

Email: oss@ramapo.edu

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

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

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

Health Services

Location: South Gate entrance at the corner of Route 202 and Hornbeam Road

Telephone: (201) 684-7536

<https://www.ramapo.edu/health/>

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

Counseling Services

Location: Building D, room D-216 (entrance behind stairwell on left)

Telephone: (201) 684-7522

<https://www.ramapo.edu/counseling/>

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

Alcohol and Other Drug Prevention Program

Location: Building D, room D-216 (entrance behind stairwell on left)

Telephone: (201) 684-7522

<https://www.ramapo.edu/aod/>

- *Who should I contact if I need support with **safety** questions and concerns?*

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

Campus Public Safety Emergency: (201) 684-6666

Non-Emergency Calls: (201) 684-7432/33

Location: Ground Floor, C-Wing, C-102

<https://www.ramapo.edu/publicsafety/>

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

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

Center for Reading and Writing

Location: Linden Hall, Second Floor, Room 211

Email: crw@ramapo.edu

<https://www.ramapo.edu/crw/>

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

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

Financial Aid

Office: E-210

Telephone: (201) 684-7549

Email: finaid@ramapo.edu

<https://www.ramapo.edu/finaid/>

Speak with the Office of Student Accounts about your bill, payments or tuition payment plans:

<https://www.ramapo.edu/student-accounts/>

Office of Student Accounts

Location: D-Wing, First Floor

Telephone: (201) 684-7495

Email: studentaccts@ramapo.edu

<https://www.ramapo.edu/student-accounts/>

- *Who should I contact if I need support with **residential** (dorm) questions and concerns?*

Office of Residence Life

Telephone: (201) 684-7461

Email: reslife@ramapo.edu

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

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

Aaron R.S. Lorenz, Ph.D.

Dean, School of Social Science & Human Services

Telephone: (201) 684-7624

Email: alorenz@ramapo.edu

Peter Campbell, Ph.D.

Interim Dean, School of Contemporary Arts

Telephone: (201) 684-7363

Email: pcampbel@ramapo.edu

Edward Petkus, Ph.D.

Dean, Anisfield School of Business

Telephone: (201) 684-7377

Email: epetkus@ramapo.edu

Susan Hangen, Ph.D.

Interim Dean, School of Humanities & Global Studies

Telephone: (201) 684-7562

Email: shangen@ramapo.edu

Edward Saiff, Ph.D.

Dean, School of Theoretical & Applied Science

Telephone: (201) 684-7734

Email: esaiff@ramapo.edu

Appendices

Appendix A: Teacher Education Matriculation Guidelines

Updated October 2019

- In order to officially matriculate in a teacher preparation program in the State of New Jersey, candidates must hold a **3.00 GPA *minimum*** and meet the **State's basic skills requirement**.
- **March 1** is the deadline for **fall matriculation** and Clinical Practice. **October 1** is the deadline for **spring matriculation**.

***Two Ways to Meet the Basic Skills Requirement:**

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

**The New Jersey Department of Education will accept the highest score on each test section, regardless of test date.*

SAT

- If taken before 4/1/1995: Math 520, Reading 480
- If taken between 4/1/1995 to 2/28/2016: Math 540, Reading 560
- If taken on or after 3/1/2016: Math 570, Evidence-Based Reading and Writing 610 or Reading Section 30

ACT

- If taken before 8/28/1989: Math 23, English 20
- If taken on or after 8/28/1989: Math 23, English 23

GRE

- If taken before 8/1/2011: Quantitative 720, Verbal 530
- If taken on or after 8/1/2011: Quantitative 156, Verbal 155

Praxis Core Tests & Passing Scores:

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, <u>108</u> , 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> <u>LITR 279 The Graphic Novel</u>	4		Major: Choose one: Theories of Language and Pedagogy: <u>LITR 302 Grammar: Theory and Pedagogy</u> <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)

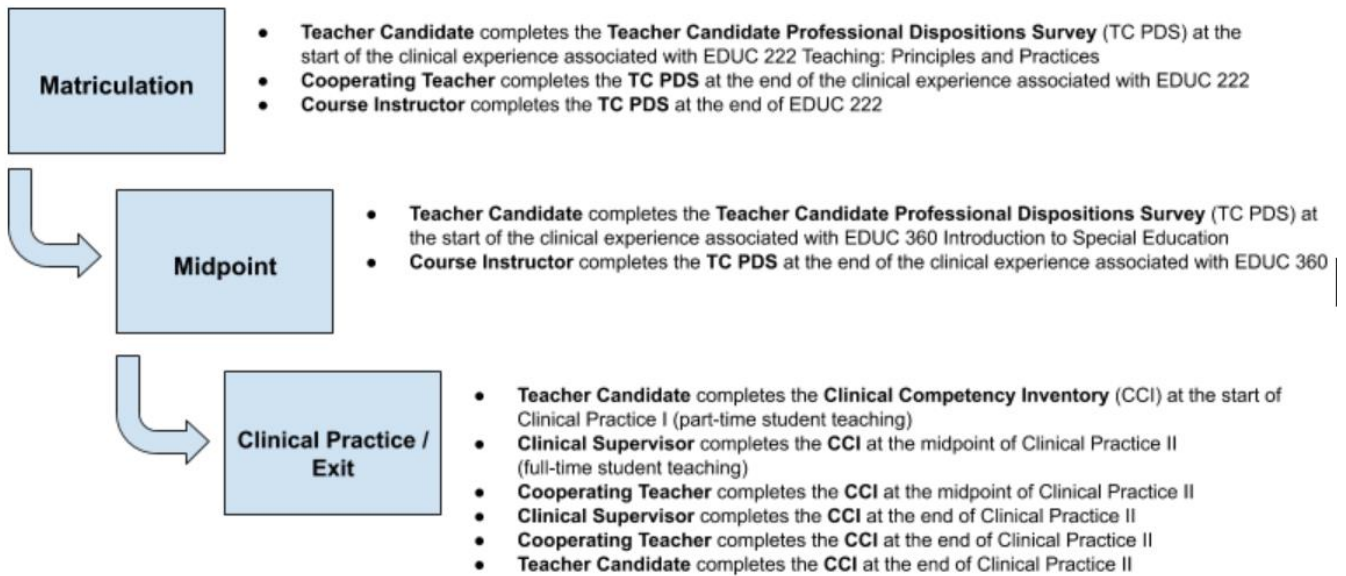
EDSP 720 – Capstone Research Project I (3 credits)

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. Professionalism	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.

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 to solving a problem; 	<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. 	<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; Learning content vocabulary; Listening to others' research and/or 	<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. 	

presentations and commenting on it.	<ul style="list-style-type: none"> Listening to others' research and/or presentations. 	essays about topics from the textbook.		
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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; • 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; • Works with learners to help them understand 	<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>	

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; • Models and applies technology standards to improve learning; 	<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; • Provides interest and meaning to the learning activities; • Attempts to use various modalities in teaching. 	<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"> • Provides interest and meaning to the learning activities; • Designs authentic learning activities; • Utilizes 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 (quiz results, a rubric score, a checklist score). 	<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>	

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, 	<p>The unit:</p> <ul style="list-style-type: none"> • Contains a somewhat organized and sequential 	<p>The unit:</p> <ul style="list-style-type: none"> • Is out of balance in terms of sequence and 	<p>The unit:</p> <ul style="list-style-type: none"> • Is not well sequenced; 	

<p>skills, and knowledge to support student learning;</p> <ul style="list-style-type: none"> • 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>development of content, skills, and knowledge to support student learning;</p> <ul style="list-style-type: none"> • Has connections to skills and theory; • Is developmentally appropriate for the target audience; • Addresses learners' prior knowledge. 	<p>development of content, skills, and knowledge;</p> <ul style="list-style-type: none"> • Needs more definite connection to theory; • Is developmentally appropriate for the target audience. 	<ul style="list-style-type: none"> • Needs more definite connection to skills and theory; • Is not developmentally appropriate for the target audience. 	
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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; • Facilitator and/or coach to small groups or individual learners; 	<p>The clinical intern engages in a variety of instructional activities that require</p>	<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"> • Modeling for demonstration of new skills/processes; • Being a participant during learner presentations. 	<p>different teacher-student interactions, such as:</p> <ul style="list-style-type: none"> • Direct instruction to individual, small group, and/or full class; • 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; • Minimize time for transitions; • Engage learners in achieving learning outcomes; 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> • Keep learners on-task; • Minimize time for transitions; • Engage learners in achieving learning outcomes; • Implement an effective lesson with an introduction, activities, and summary; 	<p>The clinical intern uses allotted time to:</p> <ul style="list-style-type: none"> • Implement a lesson with an introduction, activities, and summary; • Assess the learning outcomes. 	<p>The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.</p>	

<ul style="list-style-type: none"> • 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"> • Assess the learning outcomes; • Monitor and adjust lessons according to formative assessment and time constraints. 			
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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 instrumles 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 further learn about current concerns within the schools and community; • Taking responsibility for the learning of all learners; 	<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>	

<ul style="list-style-type: none"> • 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 schools 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

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