

Teacher Education & Certification Program Handbook

Updated Summer 2026

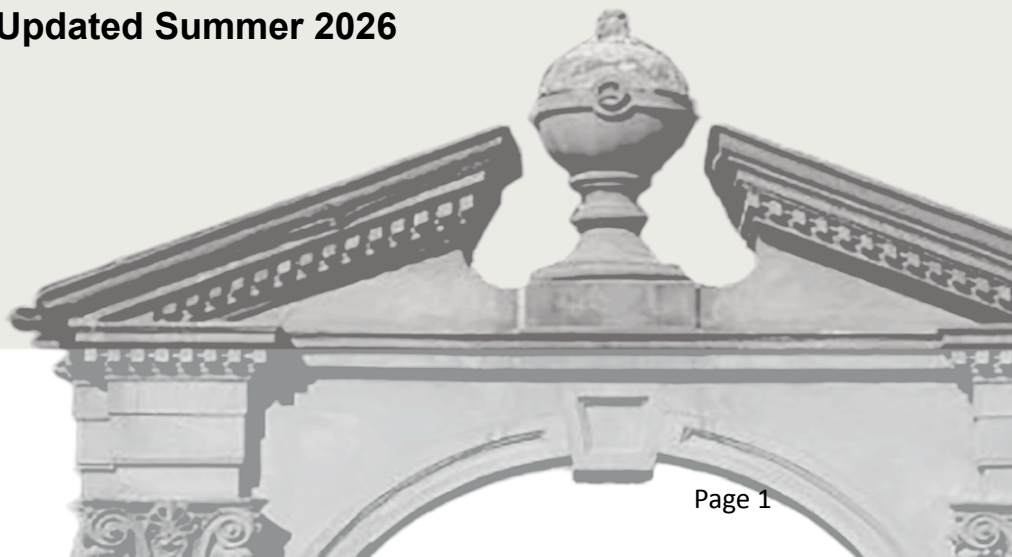


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Program Contact Information

Please find the names of all the contacts in the office of Teacher Education and reach out, as needed, if additional support is required.

Name	Title	Office	Telephone	Email
Dr. Adam Fried	Assistant Dean of Teacher Education	E-231	(201) 684-7613	afried1@ramapo.edu
Dr. Robin Knutelsky	Coordinator of Undergraduate Programs	E-225	(201) 684-7899	rknutels@ramapo.edu
Ms. Barbara Beucler	Teacher Education Program Assistant	E-222	(201) 684-7249	bbeucler@ramapo.edu
Dr. Michael Bitz	Program Accreditation & Assessment Coordinator	E-230	(201) 684-7369	mbitz@ramapo.edu
Ms. Joanne Caselli	Teacher Education Certification Officer	E-234	(201) 684-7626	icaselli@ramapo.edu
Dr. Brian P. Gatens	Coordinator of Field Studies	E-219	(201) 684-7050	bgatens@ramapo.edu
Dr. Julie Norflus-Good	Director of MASE and TA to Teacher Program	E-220	(201) 684-7246	jgood@ramapo.edu
Ms. Patti Cantor	Graduate Program Assistant	E-221	201-684-7638	pcantor@ramapo.edu

Program Entry, Matriculation, and Programmatic Requirements

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/>.

Entrance Criteria

Additionally, all students must meet the following criteria to be eligible for entrance into the Teacher Education & 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 & Certification Program as a non-degree (post-baccalaureate) student.
- 2) Establish (and maintain) a **minimum cumulative 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 used for program admission consideration.

3) Consider the teacher certification process

- Be aware that the New Jersey Department of Education continuously updates state licensure code that impacts requirements such as entry requirements, teacher performance assessments, candidate GPA, fieldwork/clinical hours, and content-area coursework.
- Therefore, please be sure to check with the RCNJ Teacher Education & Certification Program for the most current information on appropriate test(s) and scores.

Entrance Procedures

Students interested in joining the Teacher Education & Certification Program at Ramapo College of New Jersey should reach out to the Teacher Education Program Assistant, Ms. Barbara Beucler at bbeucler@ramapo.edu, to receive initial program entry information. **March 1** is the deadline for **fall matriculation** and Clinical Practice. **October 1** is the deadline for **spring matriculation**. Once initial information is reviewed, students must schedule an appointment with either Ms. Joanne Caselli, Certification Officer, Dr. Robin Knutelsky, Coordinator of Undergraduate Programs, or Dr. Adam D. Fried, Assistant Dean of Teacher Education, to discuss program entry, progression, and completion requirements. Once this initial meeting has been held, students must visit [Ramapo College TECP](#), log in using their Ramapo credentials, and submit an application.

Program Progression/Course Requirements

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 described below for required coursework, as well as the [assessment section](#) of this handbook for a list of signature assessments and their required benchmark scores.

- [Appendix A](#): Teacher Education Program Entrance Requirements
- [Appendix B](#): Elementary Education Major Four-Year Plan
- [Appendix C](#): Content/Subject Area Certification Program Requirements
- [Appendix D](#): Elementary Education + MASE (4+1) Program
- [Appendix F](#): Content Area Certification Program + MASE (4+1) Program
- [Appendix G](#): Administration of Teacher Candidate Professional Dispositions Survey
- [Appendix H](#): Teacher Candidate Professional Dispositions Survey
- [Appendix I](#): Observation and Conference Report
- [Appendix J](#): Clinical Competency Inventory (CCI) Instructions, Overview, and Inventory



Additional Costs for Certification

Throughout the program, there are additional costs and fees associated with certification. Find the costs outlined below:

- Program Entrance/Enrollment Fees
 - Practicum Fee (EDUC 222) \$175.00
 - Substitute Certificate (30 credits):
 - New Jersey Criminal History \$11.00
 - IndentoGo Fingerprinting \$68.98 + additional fees
 - Application to NJDOE \$125.00
- Mid-Point Fees
 - Practicum Fee (EDUC 346) \$175.00
 - Practicum Fee (EDUC 347) \$175.00
 - Lab Fee (EDUC 350) \$75.00
 - Lab Fee (EDUC 370/375) \$75.00
- Pre-Clinical Practice
 - 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
- Clinical Practice I/II
 - Clinical Practice I Fee \$200.00
(EDUC 310/EDUC 315/EDUC 344)
 - Clinical Practice II - Internship Fee \$200.00
(EDUC 490/EDUC 495)
- Completion of Program
 - New Jersey Certification (single) \$190.00

Program Exit Requirements

In order to officially complete the Teacher Education & Certification Program, students must complete all required education coursework as outlined in the previous section. 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. Undergraduate students must also meet all requirements for graduation with their selected major. Please see the College Graduation Requirements section below.

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. Contact Ms. Joanne Caselli for certification questions at jcaselli@ramapo.edu



College Graduation Requirements

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 been 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-2024-2025/general-education/>

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: [Catalog 2024-2025 || Ramapo College of New Jersey](#)
- For detailed information about College graduation requirements see: [Graduation Requirements - Catalog 2024-2025 || Ramapo College of New Jersey](#)
- Detailed procedures for graduation can be found through the Registrar's Office: <https://www.ramapo.edu/registrar/graduation-commencement>

Registrar

Office: D-224 Telephone: (201) 684-7520 Email: reg@ramapo.edu

Academic Advisement

All students are assigned an academic advisor and is available via - <https://www.ramapo.edu/myadvisor/>

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.

Students may contact their advisor via email or telephone, though email is often a more efficient way to get in touch. An 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 anyone in the Teacher Education contacts found at the beginning of the handbook.

Certification

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

- Art
- Biology
- Business
- Chemistry
- Computer Science
- Earth Science
- English
- French
- Health/Physical Education
- Italian
- Mathematics
- Music
- Physical Science



- Physics
- Psychology
- Social Studies
- Spanish
- Theater

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

Students complete an application 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. Students can contact **Ms. Joanne Caselli**, Teacher Education Certification Officer at: jcaselli@ramapo.edu

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:

- Bachelor of Science in Elementary Education (BSEE) and Master of Arts in Special Education (MASE) degree in just five years; or
- 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.

Requirements

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:

Program Year /Semester	Teacher Education Course Requirement	Aligned MASE 4+1 Dual Credit Replacement Course
Year 3/Fall, Spring or Summer Semester	EDUC 360/EDUC 301	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 301	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

Additional Information

- 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 \(MASE\)](#)

Enrollment Information



Prospective MASE 4+1 students are strongly encouraged to consult with Dr. Julie Good, MASE/MASE 4+1 Program Director (jgood@ramapo.edu / 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](#).

Program Curriculum

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*

Program Contact

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 II 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.

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 students must take, as well as the associated passing scores. Please see the following website for the Praxis Subject Assessments test/s required for certification/s along with the associated passing scores found at [New Jersey Praxis Test Requirements for Teachers | ETS](#)

Registration for Praxis II Assessments

If this is the first time students are registering for a Praxis account, create a new account using credentials (email and password). Keep the information in a safe place for future use.

The cost of the Praxis Subject Assessment Test varies depending on which assessment is taken

- The fees range from \$130 to \$180. Fees for each test may be found here: [New Jersey Praxis Test Requirements for Teachers | ETS](#)
- Register for Praxis tests online: <https://www.ets.org/portal/site/iserpraxis>
- At Home Testing is also available: [Online Testing Setup, Rules, and Requirements](#)

Do not forget to list Ramapo College as a “Score Recipient” when prompted during registration.

Print and bring their admission ticket along with an official photo ID (e.g., driver’s license or college ID card), to the test center on the day of the test. The admission ticket is important because it contains the test center address and reporting time on test day. A ticket image/photo will not be accepted by test center personnel.

If a student has taken the Praxis Core Academic Skills for Educators exam to meet New Jersey State’s basic skills requirements for teacher candidates, then they already have an ETS Praxis Account. As a returning user, please enter the previously used username and password. Follow username/password recovery links as needed.



Preparing for the Praxis

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>

Students should exhaust all *free* resources before purchasing anything. Students 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. Some students decide to purchase alternative Praxis Subject Assessment materials online from other retailers if students are having difficulty passing Praxis Subject Assessments test/s.

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

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 are given continuously throughout the year. Others are given only during a particular testing window for that year. Access the following website to find dates/time of relevant tests: https://www.ets.org/praxis/register/dates_centers/

Select the Praxis Subject Assessment from the drop-down list near the top of the web page and it will display the testing window for that assessment. Scroll to the bottom of the page and search for the Test Center nearest by submitting a zip code. Students may decide to utilize ETS's At Home Testing option as opposed to taking the test at a testing center: <https://praxis.ets.org/test-takers/test-day-at-home.html>



Praxis Subject Assessment Test(s) Scores

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

Praxis Subject Assessment Test/s Retake Policies and Procedures

Students may retake a Praxis test once every 21 days, not including the initial test date. If a student takes a test that consists of subtests, such as Elementary Education: Multiple Subjects (5001), students cannot retake a subtest until after the 21-day period.

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

Testing Accommodations for the Praxis Subject Assessment Test(s)

If students require accommodations for disabilities or health-related needs, students 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://praxis.ets.org/test-takers/disability-accommodations.html>

If students 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>

Questions Regarding the Praxis Subject Assessment Test(s)

First, check the Praxis Bulletin to see if questions are answered in the materials already:

[The Praxis® Tests Information Bulletin](#) 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.

Contact ETS regarding the Praxis Core, please use the following contact information:

- Phone: 1-800-772-9476 or 1-609-771-7395, Monday–Friday 8 a. m.–7:45 p. m. ET and Saturday 8 a.m.–4:30 p.m. ET. Recorded information is available 24 hours a day..
- Email: praxis@ets.org
- Chat: https://ets.custhelp.com/app/chat/praxis/Chat_launch
- Fax: 1-609-530-0581 or 1-610-290-8973; 24 hours a day, seven days a week



- Mail: ETS — Praxis P.O. Box 6051 Princeton, NJ 08541-6051
- Overnight Mail: ETS — Praxis Distribution and Receiving Center 1425 Lower Ferry Road, Ewing, NJ 08618
- Include the following information as entered on the registration form or answer sheet.
 - Name
 - Address
 - Date of birth
 - Test date
 - Praxis candidate ID number
 - Phone number (U.S. residents only)

Teacher Education & Certification Program Signature Assessments

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).

Signature Assessments

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
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



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

Minimum Performance Benchmarks

Please note that minimum performance benchmarks are subject to change year-to-year, specifically those associated with state-mandated assessments. Please contact Mrs. Joanne Caselli, Program Certification Officer, for the most up-to-date Praxis cut scores. This information can also be found on the Praxis websites.

Assessment Name / Evaluation Method	Point in Program Where Assessment Takes Place	Minimum Performance Benchmark*
GPA	State requirement for entry and certification	3.0
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	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”)
*Praxis Subject Assessment/s	Clinical Practice (last year in program); State requirement for certification	Varies by content area; 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



Supports to Ensure Success on Benchmarks

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/yvrbhpf9>

Reasons for Concerns:

- Academic or non-academic.
- Academic: Lack of content knowledge or insufficient pedagogy or instructional skills.
- Non-Academic: 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.

Process:

1. 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.
2. 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>
3. 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.

Clinical Experience and Clinical Practice

Clinical Experience

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

According the New Jersey 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 the final year in program). The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program, as detailed in the table below.

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

Coursework

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
Student Literacy Corps	EDUC 211	Freshman- Spring/ Sophomore- Fall	Paterson Public Schools	22
Teaching: Principles and Practices	EDUC 222	Sophomore- Spring/ Junior- Fall	iLearn Charter Schools	20
Literacy: Theory and Practice (Elementary)	EDUC 346	Junior	Local Partner District	20
Early Childhood Literacy	EDUC 347	Junior	Local Partner District with Preschool Program	20
Reading and Writing in the Content Areas (Secondary)	EDUC 350	Senior	Local Partner District	10
Introduction to Special Education	EDUC 360	Junior or Senior	On RCNJ Campus - Forum School Partnership	EDUC 301 (2-credit co-requisite)

Eligibility 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;
- 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

Clinical Experience Evaluation Process

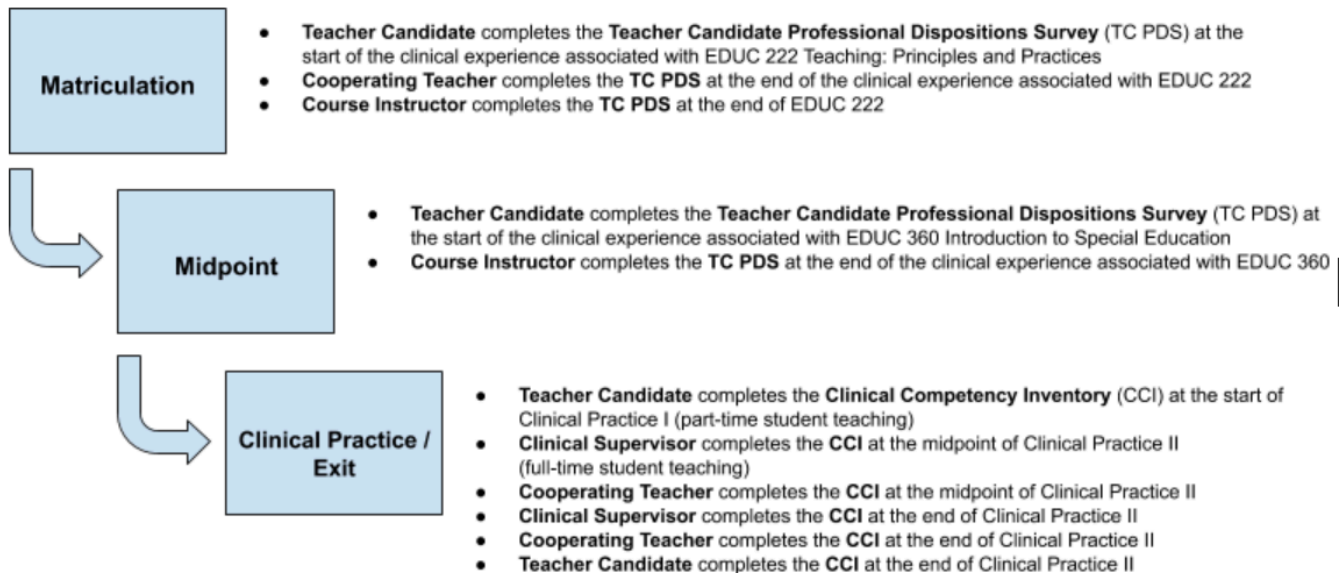
In addition to course-related assessments, pre-Clinical Interns are introduced to, and evaluated using the following program-specific instruments:

1. **The Teacher Candidate Professional Dispositions Survey (PDS):**

- a. 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 Coordinator of Undergraduate Programs, Dr. Robin Knutelsky at rknutels@ramapo.edu and documented/monitored using the EPP's digital Action Plan for Support Form.
- b. 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 does not 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 Coordinator of Undergraduate Programs, Dr. Robin Knutelsky at rknutels@ramapo.edu . 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 G](#) and [Appendix H](#) for the **Teacher Candidate Professional Dispositions Survey**.



2. **The RCNJ Teacher Education Lesson Plan Template and Rubric** - 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. See [Appendix K](#) for the *Teacher Education Lesson Plan Template*.

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. 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. Further, Pre-Clinical Interns are to know and understand the expectations and policies of their host districts, and align their professional and personal choices to those expectations.

Paperwork. 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.



Cellphones and Social Media. 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.

Academic Calendar. During all Clinical Experiences, pre-Clinical Interns must follow Ramapo College’s academic calendar and in coordination with their school district’s calendar.

Parent Communication and Confidentiality. Clinical interns 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.

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*.

Fieldwork/Clinical Experience Professional Dress Guidelines

The best way to describe fieldwork attire is “Business Casual.” In a K-12 setting, clinical interns will need to dress in a way that encourages children, administrators, and peers to see Ramapo students as a professional educator. Proper attire helps children and their parents to perceive clinical interns as a mature role model.

Dressing appropriately and professionally is expected. Dress for the teaching position that clinical interns hope to obtain:

- Teaching staff members may wear long dresses, pants suits, dress trousers (no jeans), blouses, or sweaters, suits, dress shirts (ties strongly encouraged) with a jacket. Shirts should be tucked in.
- Further, some districts have specific dress policies for teachers. It is important to make sure that clinical interns research whether the district/school has one. For example, some place restrictions on sandals without backs. Also, look around and see what other professionals are wearing.
- 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.
- It is the clinical intern’s 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.



Clinical Experience Placement

The Teacher Education Department arranges all Clinical Experiences and internships through the Archway Partnership Program. This program works closely with eighteen (18) public school districts within driving distance of Ramapo College. Students can select their 1st, 2nd and 3rd choices of preference of location from these partner districts. Interns cannot contact schools until they have been assigned a placement and given specific instructions. All questions regarding clinical experience placement should be directed to Dr. Robin Knutelsky, Coordinator of Undergraduate Programs at rknutels@ramapo.edu and Dr. Brian P. Gatens, Coordinator of Field Services at bgatens@ramapo.edu.

Clinical Practice

Formerly referred to as “student teaching,” Clinical Practice is the culminating, field-based experience/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. However, substitute teaching within one’s assigned partner district is strongly encouraged.

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.

Semester	CP 1 Fall	CP 2 Spring (same setting if possible)
Calendar	Ramapo Calendar	School District Calendar
Days/Week	Part-time; 2 days/week	Full-time; 5 days/week



Number of Days	22 school days <i>minimum</i>	60 school days <i>minimum</i>
Timeframe	Late August/early September through first week of December (Can start earlier if attending district PD and end as late as December 19 if additional days are needed)	Start of new semester (or earlier, if possible) through last week of April/first week of May (Can end as late as May 15 if additional days are needed)
Dates	August 27 - December 5, 2025	As early as January 2 and no later than Jan 20 - May 8, 2025

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 reserves 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 second week of January (immediately following the holiday break when the respective K-12 school district reopens) and the last week of April/first week of May. Clinical interns who decide to live on campus during Clinical Practice II must apply for Winter Housing and assume all associated costs. Please see the following link for more information on Winter Housing: <https://www.ramapo.edu/reslife/residences>. 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 Director of Clinical Experiences of their absence/s as far in advance as possible.

Clinical Practice Eligibility



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 at jcaselli@ramapo.edu 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;
- 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;
- Completion of a successful criminal background check;
- 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).

Application 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 and uploaded into TED

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

Clinical Practice Evaluations

There are two types of assessment instruments used to evaluate performance throughout Clinical Practice. These are the Observation and Conference Report (O&C) and the Clinical Competency Inventory (CCI)

1. The Observation and Conference Report (OCR) is a performance-based, formative assessment instrument used to provide feedback to Clinical Interns on observed lessons. The O&C is used by both Clinical Supervisors and Cooperating Teachers during Clinical Practice I and Clinical Practice II. The O&C contains eleven (11) indicators that align to the New Jersey Professional Standards for Teachers (NJPST) and Interstate Teacher Assessment Consortium (InTASC) standards.



- a. During Clinical Practice I, Clinical Supervisors observe their assigned Clinical Interns teach three (3) 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. 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' observations and post-observation conferences, if possible.
- b. 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. 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.

2. 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 2011 InTASC standards, and 2014 New Jersey Professional Standards for Teachers. The CCI specifies the defining set of competencies that preservice teachers must demonstrate before being recommended for certification.
 - a. 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 (O&C) that is aligned with the CCI.
 - b. The O&C 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 O&C 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.
 - c. The procedure for using the CCI as a developmental tool is as follows:
 - i. 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.
 - ii. At the first visit of Clinical Practice I, the Clinical Supervisor reviews the Observation and Conference Report (O&C) and Clinical Competency Inventory (CCI) with the Cooperating Teacher. The O&C 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.



- iii. 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 O&C 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.
- iv. 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 O&C 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.
- v. 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.
- vi. 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.
- vii. 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 J](#) for the Clinical Competency Inventory.

Responsibilities of the Clinical Intern During Clinical Practice

Clinical interns are required to attend the mandatory In-person Clinical Intern Orientation before the start of school in late August or early September. This is offered at such a time that it does not conflict with other Ramapo College move-in activities.

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 as outlined above.

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 K](#) for the *Teacher Education Lesson Plan Template*.

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. 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 K](#) for the Teacher Education Lesson Plan Template.

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 the Clinical Practice Capstone seminar.

For more information regarding Clinical Interns' responsibilities throughout Clinical Practice, please see [Appendix L](#) for the ***Clinical Practice Checklist for Clinical Interns***.

Responsibilities of the Clinical Supervisor



All Clinical Supervisors 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 available for those who cannot attend orientation.

Clinical supervisors serve as a liaison between Clinical Interns, Cooperating Teachers, and the Teacher Education & Certification Program. Throughout the Clinical Practice experience, the clinical supervisor:

- Confer with Cooperating Teachers regarding the progress of their assigned interns
- Advise interns regarding the interns' roles and responsibilities
- Offer guidance and assistance to all parties.
- 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 M](#) for the Clinical Practice Checklist for Clinical Supervisors.

Responsibilities of the Cooperating Teacher

All Cooperating Teachers 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 available for those who cannot attend orientation.

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 clinical intern in lesson planning, instruction, and assessment. Cooperating teachers should assist their intern in learning about the needs of the students in their classroom and the services provided by the school/district. Throughout the Clinical Practice experience, cooperating teachers are expected to:

- Model highly effective teaching while allowing their intern to only assume responsibilities for which they are prepared.
- Provide their intern with the school's/district's required curriculum guides, resources, and materials.
- Acquaint their intern with the mechanics of classroom routines, including how and why routines were established.
- Monitor their intern's progress and provide clear instructions, expectations, scaffolding, constructive feedback, and encouragement.
- Evaluate their intern and engage in post-observation and evaluation conferences.

For more information regarding Cooperating Teachers' responsibilities throughout Clinical Practice, please see [Appendix N](#) for the Clinical Practice Checklist for Cooperating Teachers.

Substitute Teaching During Clinical Practice



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.

Performance and Behavioral Expectations, Violations, and Termination

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 CCI semester). These data are carefully and collectively examined by the Coordinator of Undergraduate Programs, Dr. Robin Knutelsky, Dr. Brian P. Gatens, Coordinator of Field Services at, and Assistant Dean, Dr. Adam Fried 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 Assistant Dean, their Teacher Education & Certification Program faculty advisor, and/or other course instructors/staff to discuss 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>.

Support for Meeting Performance Expectations

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. The information submitted will be shared with all necessary stakeholders, including 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](#)



Program Dismissal

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, students, 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. During the process the student will have the opportunity to share their thoughts and perspectives during this information gathering process. 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.
- 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 [found here](#).
- 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.

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 Coordinator of Undergraduate Programs, Dr. Robin Knutelsky at rknutels@ramapo.edu 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](#). 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 Dr. Robin Knutelsky, Coordinator of Undergraduate Programs at rknutels@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 Coordinator of Undergraduate Programs immediately.
- If any problems arise that the clinical intern and the Cooperating Teacher/s cannot resolve, the clinical intern must contact the Coordinator of Undergraduate Programs 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 Coordinator of Undergraduate Programs, and the Assistant Dean of Teacher Education.

Process for Dismissal. 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.

Student Appeal. 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.

Student Withdrawal. 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](#):

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).

This is essential as 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

Educators and students can **contact Dr. Michael Bitz**, Program Accreditation & Assessment Coordinator at mbitz@ramapo.edu

Professional Standards

The New Jersey Professional Standards for Teacher (NJPST) 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 teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

Ramapo College Additional Supports Contact Information

Support for Physical and Cognitive Disabilities

Office of Specialized Services
 Location: C-Wing, Room 205
 Telephone: 201-684-7514
 Email: oss@ramapo.edu

Support For Physical and Mental Health

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/>

Health Services

Location: South Gate entrance at the corner of Route 202 and Hornbeam Road
 Telephone: (201) 684-7536 [Health Services | | Ramapo College of New Jersey](#)

Support and Counseling Services

Location: Building D, room D-216 (entrance behind stairwell on left)
 Telephone: (201) 684-7522 [Welcome! - Counseling Services | | Ramapo College of New Jersey](#)

Supports for Alcohol and Other Drug Prevention



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.

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

Telephone: (201) 684-7522 [Substance Use Disorder \(SUD\) Services](#) | [Ramapo College of New Jersey](#)

Public Safety and Emergency Services

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 [Home - Public Safety](#) | [Ramapo College of New Jersey](#)

Support for Reading and Writing

The Center for Reading and Writing offers one-on-one, face-to-face consulting sessions in writing, reading, and study skills

Center for Reading and Writing Location: Peter P. Mercer Learning Commons | Room 420 (4th floor)

Email: crw@ramapo.edu [College Center for Reading & Writing](#) | [Ramapo College of New Jersey](#)

Financial Aid Support

Financial Aid can answer questions regarding Grants, Loans, and Work/Study and assist with the requirements and applications to help Ramapo students pay for college

Financial Aid Office: E-210 Telephone: (201) 684-7549

Email: finaid@ramapo.edu [Financial Aid, FAFSA, Grants, Loans](#) | [Ramapo College of New Jersey](#)

Student Accounts Support

Speak with the Office of Student Accounts about billing, payments or tuition payment plans/

Office of Student Accounts Location: D-Wing, First Floor

Telephone: (201) 684-7495 Email: studentaccts@ramapo.edu

[Home - Office of Student Accounts](#) | [Ramapo College of New Jersey](#)



Residential Life Support

Office of Residence Life Telephone: (201) 684-7461 Email: reslife@ramapo.edu

Advisement Outside of Teacher Education

Ken Goldstein

Dean, Arts, Humanities and Education

Telephone: (201) 684-7363 Email: kgoldst2@ramapo.edu

Edward Petkus, Ph.D.

Dean, Anisfield School of Business

Telephone: (201) 684-7377 Email: epetkus@ramapo.edu

Susan Hangen, Ph.D.

Dean, School of Humanities & Global Studies

Telephone: (201) 684-7562 Email: shangen@ramapo.edu

Benny Chan, Ph.D.

Dean, School of Theoretical & Applied Science

Telephone: (201) 684-7734 Email: bchan2@ramapo.edu



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Appendix A: Elementary Education Major Four-Year Plan

Students should review “My Graduation Plan” by major found here:

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

For Elementary Education:

<https://www.ramapo.edu/recommended-graduation-plan-2026/ahe/elementary-education/>

See the following notations for clarifications:

- Ideally, students should be fully admitted into the program **by the end of their first year at Ramapo**. Transfer students should be admitted before the 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.
- Required Clinical Experience hours typically occur outside of 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 pre-registration 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 pre-registration 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.
- 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).
- 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 B: 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 pre registration 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 & 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 C: Elementary Education Major + MA Special Education (4+1) Program Requirements

4+1 Elementary Education BS and Special Education MA

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.

Students should review “My Graduation Plan” by major found here:

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

For 4 + 1 Elementary Education BS and Special Education MA:

<https://www.ramapo.edu/recommended-graduation-plan-2026/ahe/4-1-elementary-education-bs-and-special-education-ma/>

See the following notations for clarifications:

- Ideally, students should be fully admitted into the program **by the end of their first year at Ramapo**. Transfer students should be admitted before the 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 pre registration 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 pre registration 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 pre registration 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 equivalents 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

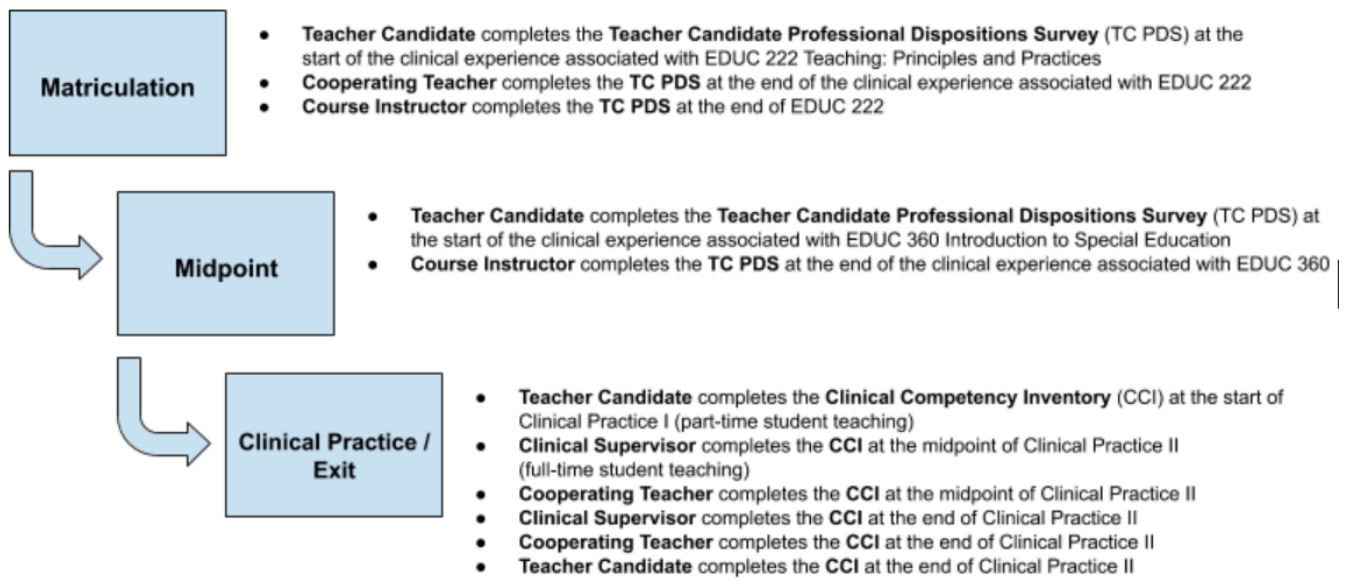


mandated Special Education fieldwork experience and the requirement for 6 credits of Special Education.

- 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: Administration of the Teacher Candidate Professional Dispositions Survey



Appendix E: Teacher Candidate Professional Dispositions Survey

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: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	2. Expresses ideas using clear oral language that is reasonably free from distracting errors interfering with communication (InTASC: 3; NJPST: 3; CAEP: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	3. Writes clear, well-organized, reader-based prose that is reasonably free from distracting errors interfering with communication (InTASC: 3; NJPST: 3; CAEP: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	4. Uses appropriate tone and language in speaking and writing (InTASC: 3; NJPST: 3; CAEP: 1.1, 1.4, 2.3, 3.2, 5.2)					
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: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	2. Acknowledges alternative perspectives and viewpoints in discussion (InTASC: 2, 3; NJPST: 2, 3; CAEP: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	3. Inquires about new ideas and understandings in the field (InTASC: 9; NJPST: 9; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
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: 1.4, 2.3, 3.2, 5.1, 5.2)					
	2. Adheres to the NJ Professional Standards for Teachers on ethics (e.g., exercises integrity, fairness, safety, and confidentiality) (InTASC: 9; NJPST: 11; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
	3. Abides by all school and work place policies (InTASC: 9; NJPST: 11; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
	4. Accepts responsibility for his/her own actions (InTASC: 9; NJPST: 11; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
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: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
	2. Shows kindness and concern when working with others (InTASC: 3; NJPST: 3; CAEP: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
Comments:						



Professional Behaviors	Criteria	N/O	1	2	3	4
Behavior V. <i>Professionalism</i>	1. Attends classes/clinical settings and is punctual and reliable (InTASC: 9; NJPST: 11; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
	2. Completes work on time that meets the criteria for acceptability (InTASC: 9; NJPST: 11; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
	3. Shows initiative in classes/clinical settings (e.g., contributes, volunteers, asks questions) (InTASC: 10; NJPST: 10; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
	4. Seeks, accepts and uses constructive criticism and feedback from instructors, peers, students, Cooperating Teachers, supervisors, and other professionals (InTASC: 9, 10; NJPST: 9, 10; CAEP: 1.4, 2.3, 3.2, 5.1, 5.2)					
Comments:						
<i>Dispositional Concern</i>	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: 1.1, 1.4, 2.3, 3.2, 5.1, 5.2)					
Please explain:						

Completer's Signature _____ Date _____



Appendix F: Observation and Conference Report

Ramapo College of New Jersey Teacher Education & Certification Program

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 (O&C) 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 O&C after each of the two (2) formally observed lessons. The Cooperating Teacher will complete one (1) O&C 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 O&C for each of the six (6) formal lessons/conferences. The Cooperating Teacher will complete one (1) O&C 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 of improvement, and opportunities for reflection and growth.

All Clinical Supervisors and Cooperating Teachers must be trained before using the O&C. 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:

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.



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.

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.

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.

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.



Ramapo College of New Jersey
Teacher Education & 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:

- ☐ **Emergent: 0 - 1.4**
- ☐ **Novice: 1.5 - 2.74**
- ☐ **Proficient: 2.75 - 3.4**
- ☐ **Advanced Proficient: 3.5 - 4.0**

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 (1, 2, 3, 4 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.



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.

N/O - Not Observed

1 - Emergent - Exhibits difficulty in implementing learning experiences and/or interacting with learners.

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.

3 - Proficient - Identifies and plans learning experiences based on students' developmental stages. Respectfully interacts with learners and is sensitive to their needs.

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.

Additional Comments

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.

N/O - Not Observed

1 - Emergent - Prepares and delivers instruction oriented towards the whole class.

2 - Novice - Develops and delivers instruction to address the needs of learners on an inconsistent basis.

3 - Proficient - Designs and delivers instruction based on the needs of each student. Modifications to lessons are made for students with special needs, ELL and different learning styles.

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.

Additional Comments:

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.

N/O - Not Observed

1 - Emergent - Demonstrates limited classroom management techniques and interactions conducive to an effective classroom environment.

2 - Novice - Begins to create an environment that encourages and supports all learners. Classroom management techniques and interactions are generally appropriate.



3 - Proficient - Creates an environment that encourages and supports most learners. Demonstrates warmth, caring and sensitivity. Implements classroom management techniques and facilitates interactions that are conducive to an effective learning environment.

4 - Advanced Proficient - Creates an environment that encourages and supports all learners. Consistently implements effective classroom management techniques and fosters interactions which maintain a respectful, polite and culturally sensitive learning environment.

Additional Comments:

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.

N/O - Not Observed

1 - Emergent - Delivers instruction based on insufficient content knowledge, theory and principles of the discipline.

2 - Novice - Delivers instruction based on superficial content knowledge, theory and principles of the discipline resulting in inconsistent learning 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.

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.

Additional Comments:

5. Application of Content

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

N/O - Not Observed

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.

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.

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.



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.

Additional Comments:

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.

N/O - Not Observed

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.

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.

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.

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.

Additional Comments:

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.

N/O - Not Observed

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.

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.

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.

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.



Additional Comments:

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.

N/O - Not Observed

1 - Emergent - Uses instructional strategies to present content. Strategies may not build 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.

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.

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.

Additional Comments:

9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

N/O - Not Observed

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.

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.

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.

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 his/her practice. Candidate modifies instruction based on feedback/results and plans lessons that nurture metacognitive skills in each learner.

Additional Comments:

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.

N/O - Not Observed

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.

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 attempts to assume leadership roles within the school.

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.

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.

Additional Comments:

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.

N/O - Not Observed

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.

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.

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.

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.

Additional Comments:



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 G : Clinical Competency Inventory (CCI; ver3.3)

Evaluation of Clinical Interns During Clinical Practice

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 2011 InTASC standards, and 2014 New Jersey Professional Standards for Teachers 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 (O&C) that is aligned with the CCI. The O&C 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 procedure for using the CCI 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 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 (O&C) and Clinical Competency Inventory (CCI) with the Cooperating Teacher. The O&C 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 O&C 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 Clinical Practice II, the Clinical Supervisor and Cooperating Teacher observe the clinical intern together (co-observation, if possible) and complete the O&C 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.

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 earn ratings of proficiency (3.0) or greater prior to Clinical Practice II.

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.*

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.*

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.*

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.*

Not Observed – This **CANNOT** be used for the **summative/final evaluation**. If you did not observe a specific indicator in the classroom, please obtain additional evidence from the clinical intern demonstrating competency in that area. If you have a question or reservation, please insert a comment explaining your concerns. If you are observing a K-3 classroom, obtain approval to skip certain competencies and leave them blank.

For the Final Assessment, please rate all 34 indicators if you can. Use the following scale to assess the candidate (this scale will not be accurate if you skip any item): Advanced Proficient (4) = 136 points; Proficient (3) = 102 points; Novice (2) = 68 points; Emergent (1) = 34 points.

IF ALL INDICATORS ARE USED, A CLINICAL INTERN NEEDS AT LEAST 102 POINTS (3.00 AVERAGE) TO BE RECOMMENDED FOR CERTIFICATION. DO NOT COUNT ANY ITEMS YOU DID NOT OBSERVE.

If you did not score all 34 indicators, please calculate the overall score by adding up all points earned and dividing the total points earned by the number of indicators actually scored (total points earned ÷ # of indicators you rated).



Schedule for administering the CCI:

Early September: Clinical intern completes an initial pre-assessment/self-evaluation CCI;

Mid-/Late February: Supervisor and Cooperating Teacher complete separate formative/midpoint CCIs; and

Late April/Early May: Intern, supervisor, and Cooperating Teacher complete separate summative/final CCIs.



Ramapo College of New Jersey
Teacher Education & Certification Program

Clinical Competency Inventory (CCI)

This form is designed to provide feedback for the clinical intern and RCNJ's teacher education program. Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our teacher education programs.

Clinical Intern's Name: _____ Date: _____

Cooperating Teacher's Name: _____

Clinical Supervisor's Name: _____

School/School District: _____

Subject(s)/Grade Level(s): _____

Semester: ☐ Spring _____

Evaluation: ☐ Pre-/self-assessment ☐ Midpoint ☐ Final or Post-/self-assessment

Evaluator: ☐ Self ☐ Clinical Supervisor ☐ Cooperating Teacher

Instructions for the following pages: Please circle/bubble/highlight the rating for each performance indicator listed below, with Advanced Proficient indicating the HIGHEST competency and Emergent indicating the LOWEST competency for each criterion.

Performance in each area is rated as follows:

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

Your comments for each standard are also requested, specifically for those indicators with very low (1 – emergent) or very high (4 – advanced proficient) ratings. Please use the space provided beneath each indicator in the far-left column or any white areas. Please do not write in the shaded areas.

After discussion with the clinical intern, all parties should sign below to indicate that ratings and feedback were reviewed. Signatures do not denote agreement regarding the evaluation, rather it confirms that a conversation regarding the evaluation has taken place.

Overall Evaluation: ☐ Advanced Proficient ☐ Proficient ☐ Novice ☐ Emergent

Signature of Clinical Supervisor: _____

Signature of Cooperating Teacher: _____

Signature of Clinical Intern: _____



Standard #1: Learner Development The teacher 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
1.1 The clinical intern designs and implements lessons that are developmentally appropriate so that all learners can learn.	The clinical intern's lessons: • 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.	The clinical intern's lessons: • 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 properly; • Show some effort to differentiate instruction but needs improvement; • Are somewhat aligned to standards.	The clinical intern's lessons: • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Are aligned to standards.	The clinical intern's lessons: • Contain objectives and activities that are at the appropriate developmental level for all learners (neither too hard or too easy); • Address individual developmental differences in the instructional activities by differentiating instruction; • Are cognitively challenging for all learners; • Take into account each learner's background knowledge and builds on learners' strengths and needs; • Are aligned to standards.	
1.2 The clinical intern interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.	The clinical intern interacts with learners in a manner that: • Needs more sensitivity to cultural and academic differences of students; • Needs to be more aware of verbal and nonverbal messages being sent to students in the classroom.	The clinical intern interacts with learners in a manner that: • Uses academic conversation at times; • Respects cultural differences of most learners; • Tries to establish a supportive environment through verbal and nonverbal interactions, but	The clinical intern interacts with learners in a manner that: • Encourages academic conversation and accepts linguistic and developmental differences in language development; • Respects cultural differences of all learners; • Respects all learners in the	The clinical intern interacts with learners in a manner that: • Accepts developmental differences of all learners in the classroom through supportive discourse and accommodations; • Encourages academic conversation and accepts linguistic and developmental	



		needs some feedback.	classroom through verbal and nonverbal interactions.	differences in language development; • Respects cultural differences of all learners; • Respects all learners in the classroom through verbal and nonverbal interactions.	

Standard #2: 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
2.1 The clinical intern designs and implements instruction to ensure an inclusive learning environment for all learners.	The clinical intern's lessons: • Use strategies that are not differentiating instruction at all; • Is providing the same strategies for all students and not considering learning differences.	The clinical intern's lessons: • Tend to use the same strategy for all students and is not differentiating instruction, except on rare occasions; • Try to support a learning environment that allows all students to succeed but needs to include more accommodations for learners.	The clinical intern's lessons include: • Many activities that differentiate the delivery of instruction based on needs of learners; • Assessments that accommodate the needs of all learners; • Most strategies that support a learning environment that allows all students to succeed.	The clinical intern's lessons include: • Developmentally appropriate activities that accommodate all learners and allow them to succeed (IEP's, 504's if available or appropriate); • Strategies that differentiate the delivery of instruction based on needs of learners; • Assessments that accommodate the needs of all learners.	
2.2 The clinical intern incorporates multicultural content and perspectives into the lesson.	The clinical intern engages in activities that: • Are not sensitive to the diversity of students, families or the surrounding community. • Are devoid of any multicultural content or perspective.	The clinical intern engages in activities that: • Focuses on holidays and peripheral content related to students' cultural backgrounds; • Incorporate students' cultural heritage.	The clinical intern engages in meaningful lessons that: • Reflect the diversity of students, their families, and their communities; • Incorporate students' interests and cultural heritage; • Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations.	The clinical intern engages in meaningful lessons that: • Reflect the diversity of students, their families, and their communities; • Incorporate students' interests and cultural heritage; • Illustrate and discuss content that addresses social and cultural issues relevant to students' identity; • Relate content from various perspectives; • Establish an inclusive learning community with clear and explicit guidelines and shared expectations.	



2.3 The clinical intern designs and/or implements strategies to support learners whose first language is not English.	The clinical intern: - Engages the learner in one-word responses most of the time; - Does not provide any accommodations to English language learners; - Struggles to provide academic support to English language learners.	The clinical intern: - Needs to engage in academic discussions that involve more than one-word responses; - Occasionally uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; - Provides rudimentary support to the learner in language and literacy development.	The clinical intern: - Supports the learner in language and literacy development; - Encourages the learner to engage in academic discussions that involve more than one-word responses; - Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner.	The clinical intern: - Provides the learner with vocabulary reinforcement and/or modifications; - Encourages the learner to engage in academic discussions that involve more than one-word responses; - Uses strategies like graphic organizers, visual cues, and alternate ways of completing projects to support the learner; - Supports the learner in language and literacy development; - Uses the learners' cultural background to contribute to student learning.	

Standard # 3: Learning Environment The teacher 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
3.1 The clinical intern demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.	The clinical intern: - Needs to work on listening more carefully to learners; - Needs to work on showing a more caring attitude.	The clinical intern: - Listens carefully to learners; - Responds respectfully; - Responds neutrally in tone.	The clinical intern: - Listens carefully to learners; - Responds respectfully; - Gives learners a chance to answer with adequate wait time; - Shows warmth and caring in tone and actions.	The clinical intern: - Listens carefully to learners; - Responds respectfully; - Gives learners a chance to answer with adequate wait time; - Encourages academic conversations and use of academic language with students; - Shows warmth and caring in tone and actions.	
3.2 The clinical intern uses effective classroom management techniques.	The clinical intern struggles with classroom management techniques and enforcing classroom rules.	The clinical intern manages the class by: - Enforcing effective classroom rules; - Engaging in positive and supportive student-teacher interactions.	The clinical intern manages the class by: - Enforcing effective classroom rules; - Engaging in positive and supportive student-teacher interactions; - Facilitating effective student-student interactions; - Provides a positive, low-risk learning environment that reveals mutual respect among students.	The clinical intern manages the class by: - Enforcing effective classroom rules; - Implementing smooth transitions; - Engaging in positive and supportive teacher-student interactions; - Facilitating effective student-student interactions; - Effectively implementing a variety of groupings and activities; - Provides a positive, low-risk learning environment that	



				reveals mutual respect among students.	
3.3 Learners are actively participating and engaged in the lesson.	Learners are not engaged in the lesson but are distracted and not paying attention.	Learners are somewhat engaged in the lesson by: • Discussing; • Participating; • Raising their hands; • Paying attention at their desks.	Learners are engaged in the lesson by: • Applying the content through hands-on activities; • Discussing; • Actively participating; • Displaying interest and enthusiasm.	Learners are highly engaged in a model lesson by: • Applying the content through hands-on activities; • Discussing; • Actively participating; • Displaying interest and enthusiasm; • Paying close attention and responding in an enthusiastic and interested manner.	
3.4 Learners are engaged in positive peer relationships through classroom activities.	There is very little collaboration taking place in the classroom, which would enhance positive peer relationships.	Learners need to: • Collaborate with peers more frequently; • Actively discuss with peers; • Coach/mentor a peer.	Learners are: • Collaborating with peers; • Actively discussing with peers; • Coaching/mentoring a peer; • Establishing positive peer interactions.	Learners are: • Collaborating with peers in cognitively challenging and relevant activities; • Actively discussing with peers; • Coaching/mentoring a peer; • Using positive language to support each other; • Establishing positive peer interactions.	



Standard #4: Content Knowledge The teacher 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
4.1 The clinical intern designs and implements lessons that demonstrate knowledge and command of the subject matter.	The clinical intern: Does not demonstrate a command of the subject matter; Has not aligned the lesson with any standards; Teaches the content out of any meaningful context to help the student understand why it is necessary and important to learn it.	The clinical intern: 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.	The clinical intern: 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) (CCSS, NJSL and/or professional standards) in the lessons; Makes the content relevant to everyday life and experiences of the learner.	The clinical intern: 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) (CCSS, NJSL and/or professional standards) in the lessons; Teaches the disciplinary vocabulary words associated with the content; Makes the content relevant to everyday life and experiences of the learner.	



4.2 Learners demonstrate development of critical thinking and problem solving within the content area.	Learners need to develop their critical thinking and problem solving skills. Activities are very low level and do not push the students to problem solve or think critically.	Learners need to further develop their critical thinking and problem solving skills within the content area: More classroom activities and strategies need to engage them in critical thinking and problem solving in the content area; Written and oral responses are too low level and need to encourage learners to think critically and solve problems.	Learners demonstrate the development of their critical thinking and problem solving skills within the content area through: Responses to higher order thinking questions raised by the clinical intern; Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; Responses written and oral to critical thinking and problem solving assignments.	Learners demonstrate the development of their critical thinking and problem solving skills within the content area through: Responses to higher order thinking questions raised by the clinical intern; Questions generated by the learners that demonstrate critical thinking skills; Classroom activities and strategies that engage them in critical thinking and problem solving in the content area; Their ability to apply key concepts in the discipline to new disciplinary content; Responses written and/or oral to critical thinking and problem solving assignments.	
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4.3 The clinical intern integrates reading, writing, speaking and listening.	The clinical intern: Does not use a variety of print sources to teach literacy; Rarely emphasizes comprehension; Does not use age-appropriate literacy strategies.	The clinical intern: Tends to use limited resources to teach literacy; Tends not to stress comprehension; Needs to use more age-appropriate literacy strategies; Needs more text-based discussions and writing to reinforce literacy.	The clinical intern: Uses a variety of print sources to teach literacy; Stresses comprehension of text; Facilitates rich text-based discussions and/or writing; Uses age appropriate literacy strategies to promote learners' literacy development; Focuses instruction equally on narrative and informational text.	The clinical intern: Uses a variety of print sources to teach literacy; Stresses comprehension of text through strategy instruction; Facilitates rich text-based discussions and/or writing through specific, thought-provoking questions about shared texts; Uses shared reading, Read Alouds and/or age appropriate strategies that promote learners' literacy development; Focuses instruction equally on narrative and informational text.	
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Standard #5: 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
5.1 The clinical intern implements learning experiences that allow learners to integrate knowledge from several content areas.	The clinical intern implements learning experiences that focus solely on one content area with no connection to other disciplines and does not provide any opportunity for learners to apply concepts and ideas.	The clinical intern implements learning experiences that: • Tend to focus on one content area only with little connection to other disciplines; • Have learners engaged in applying concepts and ideas from mainly one content area.	The clinical intern implements learning experiences that: • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from at least one other content area.	The clinical intern implements learning experiences that: • Connect the content to concepts, issues and relevant ideas from other content area(s); • Have learners actively engaged in applying concepts and ideas from several content areas; • Provide opportunities for learners to use interdisciplinary concepts to help solve problems.	



5.2 Learners apply content knowledge to solve real world problems through collaboration.	Learners are working exclusively from a textbook, worksheet, or answering lower level questions. There is no group collaboration nor are learners solving real world problems.	Learners are working predominantly from a textbook or worksheets and occasionally working collaboratively in a group. There is little evidence that they are trying to solve real world problems.	Learners are actively involved in: ● Exploring and/or researching different alternatives to solving a problem; ● Working collaboratively in a group; ● Applying content knowledge to solving a problem.	Learners are actively involved in: ● Exploring and/or researching different alternatives to solving a problem; ● 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.	
5.3 Learners use current resources for content exploration, which may include technological applications.	Learners are only using their textbooks to explore the content. There is little technology integration or use of varied resources if technology is not available.	Learners are using a few different resources such as laptops and books for content research. They mainly use their textbooks as the primary resource.	Learners are: ● Using a variety of resources 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.	Learners are: ● Using a wide variety of resources such as books, printed material, laptops, apps, iPads, and variety websites to help solve a problem; ● Engaged in discovering and integrating new resources available for the exploration/research of the content; ● Using current events and technological applications for exploration and research of the content.	
5.4 Learners apply their content knowledge through a variety of forms such as oral, written, and/or technological presentations.	Learners apply their content knowledge through writing and quizzes or tests. There is little variety in terms of how they present their knowledge.	Learners predominantly apply their content knowledge through written reports, oral presentations and tests. More varied presentations with use of technology, if available, is recommended.	Learners apply their content knowledge by: ● Telling a story, recounting an experience or writing on a topic; ● Engaging in collaborative discussions; ● Presenting their ideas/research in a variety of ways.	Learners apply their content knowledge by: ● 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 and group presentations.	



5.5 Learners are engaged in literacy activities within content areas.	Learners are using their textbook only and using it as the primary source for learning the content. They are not being taught about how to comprehend informational text nor how to draw evidence from the text to support answers.	Learners are mostly reading the same textbook and a few supplemental resources. They are writing essays that are based on textbook readings and some outside sources. They are learning vocabulary words from the textbook and writing essays about topics from the textbook.	Learners are engaged in: ● Reading a variety of informational texts; ● Comparing multiple sources of texts; ● Using comprehension to help make meaning; ● Writing about the content area; ● Learning vocabulary (Tier 1, 2, and 3 words); ● Listening to others' research and/or presentations.	Learners are engaged in: ● Reading a variety of informational texts; ● Using comprehension strategies such as questioning, text structure, and graphic organizers to help make meaning; ● Comparing texts on the same theme and drawing conclusions; ● Writing about and/or discussing the content using evidence from the text to support ideas; ● Learning vocabulary (Tier 1, 2, and 3 words); ● Listening to others' research and/or presentations and commenting on it.	
5.6 Learners are engaged in activities that promote and value the development of quantitative reasoning within content areas.	Learners are engaged in quantitative reasoning in mathematics lessons only. There is not integration into any other content area.	Learners are occasionally engaged in quantitative reasoning to explore a content area, especially science. Little effort is made to have learners explore quantitative reasoning in other fields, such as English/Language Arts or Social Studies.	Learners are engaged in: ● Interpreting charts and graphs; ● Using mathematics to solve problems; ● Exploring quantitative reasoning when reading a variety of resources; ● Discussing the value of quantitative reasoning.	Learners are engaged in: ● Interpreting charts and graphs; ● Using concrete objects and manipulatives to solve problems; ● Applying mathematical modeling/reasoning to explore the content area; ● Exploring quantitative reasoning when reading a variety of resources; ● Discussing the value of quantitative reasoning within different content areas such as the arts.	



Standard #6: Assessment The teacher 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
6.1 The clinical intern designs appropriate formative and summative assessments that are aligned with learning objectives.	The lesson plans contain a very general method of assessment that tends to be predominantly quizzes and tests.	The lesson plans contain: • 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.	The lesson plans contain: • 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.	The lesson plans contain: • A clear assessment strategy for how each objective will be evaluated; • Rubrics and/or criteria that are designed specifically for each objective; • Formative assessments that are built into the lesson to monitor learners' progress; • A measure or method of collecting data for each objective; • A benchmark for measuring achievement for each objective.	
6.2 The clinical intern uses assessment and provides meaningful and specific feedback to learners.	The clinical intern provides minimal feedback to the students.	The clinical intern: • Provides feedback to learners in a positive manner; • Works with learners to help them understand their own performance.	The clinical intern: • 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 students on a continual basis.	The clinical intern: • Uses assessment data to differentiate instruction based on students' 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 their own performance, and, if possible, establish their own learning goals; • Provides continuous feedback to learners regarding their future learning goals.	



Standard #7: 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
7.1 The clinical intern selects a variety of appropriate instructional materials and resources to meet the needs of all learners.	The textbook is used as the only source of material.	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.	The instructional materials and resources used in the lessons: • Are well chosen to meet the lesson objectives; • Meet the needs of all learners including struggling readers and English language learners; • Show a variety (print, video, technology, primary sources, manipulatives) other than just the textbook.	Instructional materials and resources used in the lessons: 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 students; Are a rich variety (print, video, technology, primary sources, manipulatives).	
7.2 The clinical intern integrates technology into the lesson plan to promote effective learning for all learners, when available.	There is little or no technology integration in the lessons.	When available, technology use is predominantly teacher presentations and students are not engaged in using the technology.	When available, technology use: • Promotes meaningful learning; • Involves the learners who are engaged in using the technology; • Provides interest and meaning to the learning activities.	When available, technology use: • Promotes meaningful and deep learning; • Involves the learners who are engaged in using the technology; • Is integral to the learning activities; • Provides interest and meaning to the learning activities.	
7.3 The clinical intern designs and implements effective lessons that follow a carefully sequenced development of rigorous learning goals.	The lessons are not effectively organized and missing several components of a well-constructed lesson plan.	The lessons are not well organized and need a more carefully sequenced development. The lessons do not contain all the	The lessons contain: • Appropriately written objectives aligned to standards; • A good introduction which may include a motivating hook	The lessons contain: • Clear and appropriately written objectives that are aligned to standards; • A well-constructed introduction including a	



		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.	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.	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; • An assessment of what was learned including the collection of data (quiz results, a rubric score, a checklist score).	
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 and learning theory.	The unit: - Is not well sequenced; - Needs more definite connection to skills and theory; - Is not developmentally appropriate for the target audience.	The unit: - Is out of balance in terms of sequence and development of content, skills, and knowledge; - Needs more definite connection to theory; - Is developmentally appropriate for the target audience.	The unit: - Contains a somewhat organized and sequential development of content, skills and knowledge to support student learning; - Shows connections to skills and theory; - Is developmentally appropriate for the target audience; - Addresses students' prior knowledge.	The unit: - Contains a clearly organized and sequential development of content, skills and knowledge to support student learning; - Shows clear connections to developmental and pedagogical theory. - Has clear connections to skills; - Is developmentally appropriate for the target audience; - Builds on students' prior knowledge and prerequisite skills and knowledge.	



Standard #8: 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
8.1 The clinical intern uses effective questions to facilitate deep understanding of content (i.e., higher order thinking).	The clinical intern does not ask enough questions throughout the lesson and the questions that are posed are simple recall questions.	The clinical intern asks questions throughout the lessons that: Often are “yes” or “no” questions; Ask students about vocabulary words; Do not use correct academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students cognitively (why, what if, and how questions); Advance high-level thinking and discourse; Ask students about vocabulary words; Use appropriate academic language for the discipline.	The clinical intern models and uses a variety of questions throughout the lessons that: Challenge students 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 students about vocabulary; Use appropriate academic language for the discipline.	
8.2 The clinical intern varies their role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, participant).	The clinical intern engages in direct instruction only without varying their role during the lesson.	The clinical intern engages in only a few different teacher-student interactions, with the predominant role being direct instruction to whole class.	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: • Direct instruction to whole class or small group; • Facilitator and/or coach to small groups or individual students; • Participant during student presentations.	The clinical intern engages in a variety of instructional activities that require different teacher-student interactions, such as: • Direct instruction to whole class or small group; • Facilitator and/or coach to small groups or individual students; • Modeling for demonstration of new skills/processes; • Being a participant during student presentations.	



8.3 The clinical intern models metacognitive processes to support comprehension of content (think alouds, questioning).	The clinical intern does not model any strategy or skill before having the learners apply it.	The clinical intern occasionally models a strategy or skill and does a brief think aloud.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before having students practice or apply it; Uses Think alouds to show their own thought processes when using the strategy/skill.	The clinical intern uses the following metacognitive strategies to develop deeper understanding of text/content: Models how to apply a specific strategy/skill before having students practice or apply it; Uses Think alouds to show their 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.	
8.4 The clinical intern/learners use(s) instructional time effectively to achieve learning outcomes.	The clinical intern does not use allotted time effectively to implement an effective lesson and assess the learning outcomes.	The clinical intern uses allotted time to: • Implement a lesson with an introduction, activities, and summary; • Assess the learning outcomes.	The clinical intern uses allotted time to: • Keep learners on-task; • Minimize time for transitions; • Engage learners in achieving learning outcomes; • Implement an effective lesson with an introduction, activities, and summary; • Assess the learning outcomes; • Monitor and adjust lesson according to formative assessment and time constraints.	The clinical intern uses allotted time to: • Keep learners on-task with cognitively challenging activities; • Minimize time for transitions; • Engage learners in achieving learning outcomes; • Implement an effective lesson with clear and measurable objectives, an introduction, challenging activities, and summary; • Assess the learning outcomes; • Monitor and adjust lesson according to formative assessment and time constraints.	



Standard #9: Professional Learning and Ethical Practice The teacher 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
9.1 The clinical intern provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.	The clinical intern does not provide a reflection on improvement of professional practice.	The clinical intern provides a brief reflection on: • How the lesson can be improved; • Changes to teacher practice that are superficially related to student learning needs; • A few recommendations for future growth.	The clinical intern reflects on: • How the lesson can be improved; • Recommendations for future improvement related to standards; • Changes to teacher practice that are related to student learning needs; • Examples of how they considered students' needs, interests, and skills.	The clinical intern reflects on: • How the lesson can be improved; • Specific recommendations for future improvement related to standards; • Changes that address students' collective learning needs related to the central focus of a unit using principles from research and/or theory; • Examples of how they considered students' needs, interests, and skills.	
9.2 The clinical intern provides evidence of maintaining and analyzing accurate student records.	The clinical intern needs help in maintaining and analyzing accurate student records.	The clinical intern provides evidence of: • A grade book with students' grades; • Records that are somewhat organized, and current; • Examples of instruments used for assessment.	The clinical intern provides evidence of: • Records with students' assessment scores; • Analysis of data; • District policies regarding record keeping; • Records that are organized, current and accessible; • Examples of instruments used for assessment.	The clinical intern provides evidence of: • Records with students' 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 students and parents regarding student growth and achievement.	



Standard #10: 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.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
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, extra-curricular activities.	The clinical intern does not provide substantial evidence of contributing to the school or district by participating in events, projects, or activities.	The clinical intern provides brief evidence of attending school meetings and participating in school events, projects or activities.	The clinical intern provides evidence of: 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.	The clinical intern provides evidence of: 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.	



Standard 11: Professional Responsibility Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.	Emergent	Novice	Proficient	Advanced Proficient	Not Observed
11.1 Fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner.	The clinical intern did not foster and maintain a classroom environment by acting in a professionally responsible manner.	The clinical intern needs to improve in one of the following: Following the school's professional code of conduct; Consistently adhering to school and district policies; Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers; Always acting in a sound and professionally responsible manner.	The clinical intern acts in a professionally responsible manner by: Following the school's professional code of conduct; Consistently adhering to school and district policies; Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers.	The clinical intern acts in a professionally responsible manner by: Following the school's professional code of conduct; Consistently adhering to school and district policies; Maintaining professional relationships with students and colleagues; Acting in compliance with school board policies for students and teachers; Always acting in a sound and professionally responsible manner.	



11.2 The clinical intern exhibits appropriate personal and professional behaviors (e.g., appropriate dress, language and interaction with school personnel, peers and learners).	The clinical intern needs improvement in one or more of the following: Adheres to school professional code of conduct; Maintains a calm demeanor even when under stress; Dresses professionally; Is reliable, punctual, and meets deadlines; Communicates with colleagues in a professional manner; Implements feedback and suggestions to improve practice.	The clinical intern usually: Adheres to school professional code of conduct; Maintains a calm demeanor most of the time; Dresses professionally; Is reliable, punctual, and meets most deadlines; Implements some of the feedback and suggestions to improve practice.	The clinical intern: 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.	The clinical intern: 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.	
11.3 The clinical intern demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.	The clinical intern needs to improve in one or more of the following: reading, writing, speaking mathematics, or technology skills.	The clinical intern: 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 student achievement; Needs to make more effective use of technology.	The clinical intern: Writes in well-constructed communication that is mostly free of spelling and grammatical errors; Speaks clearly, using standard English; Uses mathematics to analyze student achievement and for other tasks; Makes use of technology, when available, in planning and implementing lessons.	The clinical intern: Writes in clear, well-constructed communication that is free of spelling and grammatical errors; Writes in an effective manner that is a model of professionalism; Speaks clearly and articulately in a manner that is professional and intelligent; Uses mathematics effectively to analyze student achievement and for other tasks; Makes effective use of technology in planning when appropriate and available, which may include many different applications including smart boards, computer, internet, digital camera, digital video, tablets, etc.	

Add up all points earned for all competencies rated; there are a total of 34 competencies.



Total score on all indicators you rated on the CCI: _____

Overall score (total score of all indicators ÷ # of indicators actually rated): _____

Comments:



Appendix H: Teacher Education Lesson Plan Template

Your Name:
School:
Lesson Topic:

Date of Lesson:
Number of Students:
Time Allocated:

Lesson Plan Template

A. NJ Student Learning Standard(s):

B. Student Learning Objective(s):

C. 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:
- List Critical Thinking and/or Focus Question(s) Asked During “Delivery of Lesson Plan”

D. Assessment(s) & Assessment Material(s):

E. Instructional Material(s):



Appendix I: 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. Robin Knutelsky at rknutels@ramapo.edu

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	☐
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. Robin Knutelsky or Dr. Brian Gatens	☐

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 for some daily activities, such as opening and closing exercises,	☐
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. Robin Knutelsky or Dr. Brian Gatens	☐

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. Robin Knutelsky or Dr. Brian Gatens	☐

Early to Mid-December	
Complete your second formal observation by your clinical supervisor and first formal co observation by your cooperating teacher, <i>if not already completed</i>	☐
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. Robin Knutelsky or Dr. Brian Gatens	☐

Clinical Practice 2 (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. Robin Knutelsky or Dr. Brian Gatens	☐
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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. Robin Knutelsky or Dr. Brian Gatens	☐

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 , <i>if not already completed</i> ; 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. Robin Knutelsky or Dr. Brian Gatens	☐

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 <i>all</i> 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	☐



Appendix J: 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. Robin Knutelsky or Dr. Brian Gatens.

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 orientation 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 <i>recommended</i> activity schedule to help <i>guide</i> 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 <i>informal</i> observation and first <i>formal</i> observation of your clinical intern to take place within the month of October	☐

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 <i>informal</i> observation of your clinical intern and hold a post-observation conference with the clinical intern and their cooperating teacher, if possible; <u>you do not need to document your informal observation using the Observation & Conference Report (OCR)</u> ; 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 <i>formal</i> 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	☐
Establish dates for your second formal observation of Clinical Practice I	☐

November	
Consult the Clinical Practice Checklist for Clinical Interns to ensure your intern is engaging in the appropriate activities for the month	☐
Conduct your <u>second formal observation</u> 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	☐
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Early to Mid-December	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month	☐
<i>If not already completed</i> , 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	☐
<i>If not already completed</i> , 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, <i>if not already completed</i>	
Establish goals and expectations for Clinical Practice II with your clinical intern and their cooperating teacher	

Clinical Practice II (Full Time Teaching Semester)

January	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month (please note that this is a <i>recommended</i> activity schedule to help <i>guide</i> 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	☐

February	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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 clinical supervisor and confirm receipt	☐
Establish dates for your fourth and fifth formal observations	☐

March	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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, <i>if not already completed</i>	☐
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, <i>if not already completed</i>	☐
Establish a date for your sixth/final formal observation	☐

April to Early May	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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 <u>summative/final evaluations</u> and feedback using the Clinical Competency Inventory (CCI) Google Form ; a joint final conference with the intern is encouraged, if possible	☐
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	☐



Appendix K: 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. Robin Knutelsky or Dr. Brian Gatens.

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 orientation videos shared with you	☐
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month (please note that this is a <i>recommended</i> activity schedule to help <i>guide</i> 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	☐
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. Robin Knutelsky or Dr. Brian Gatens	☐

October	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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. Robin Knutelsky or Dr. Brian Gatens	☐

November	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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 <u>Observation & Conference Report (OCR) Google Form</u>	☐
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. Robin Knutelsky or Dr. Brian Gatens	☐

Early to Mid-December	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month	☐
<i>If not already completed</i> , review all clinical supervisor observation feedback from CP1	☐
Communicate concerns to Dr. Robin Knutelsky or Dr. Brian Gatens	☐

Clinical Practice II (Full Time Teaching Semester)

January	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month (please note that this is a <i>recommended</i> activity schedule to help <i>guide</i> 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	☐

February	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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	☐



March	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> to ensure your intern is engaging in the appropriate activities for the month	☐
<i>If not already completed</i> , 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	☐

April to Early May	
Consult the <i>Clinical Practice Checklist for Clinical Interns</i> 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, <i>if not already completed</i>	☐
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	☐
Complete the survey emailed to you eliciting feedback on your experience with your clinical intern's supervisor	☐



Appendix L: Contact Information

Dr. Adam Fried, Assistant Dean of Teacher Education

General questions and concerns, (201) 684-7613 / afried1@ramapo.edu

Dr. Robin Knutelsky – Coordinator of Undergraduate Programs

All questions/concerns related to Clinical Practice, supervisory assignments, evaluation reports and contracts: 201-684-7899 or 973-670-5364 / rknutels@ramapo.edu

Dr. Brian P. Gatens, Coordinator of Field Services

917-880-7349, bgatens@ramapo.edu

Ms. Joanne Caselli, Certification Officer

All questions/concerns related to substitute licenses

(201) 684-7626 / jcaselli@ramapo.edu

Dr. Julie Norflus-Good, Director MASE

All questions related to TA to Teacher and Masters in Special Education (MASE)

(201) 684-7246 / jgood@ramapo.edu

Ms. Patti Cantor, Program Assistant TA to Teacher and MASE

(201) 684-7638 pcantor@ramapo.edu

Mr. Justin Moy, Program Assistant

jmoy2@ramapo.edu

Ms. Barbara Beucler, Program Assistant

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