

Teaching and Learning

College for Education and Engaged Learning

MONTCLAIR
STATE UNIVERSITY

P-3 & K-6 Clinical Practice II Handbook

Spring 2026

Important Dates	
December 10	Clinical II Refresher Meeting - 2:00-4:00 (Calcia Hall - 140)
January 5	First Day of Clinical II (or first day teachers report back)
January 16	First Day of University Classes (Monday schedule)
March 26	Educator Exchange @ MSU
May 1	Final Anthology Assessments and Forms due (CTs and Mentors)
May 7	Teacher Education Celebration @ 3:30 - MSU Student Center Ballrooms
May 8	Last Day of Clinical II
May TBD	Commencement
Please see the Spring 2026 Observation schedule for target dates for University Mentor visits (p. 9)	

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Clinical Practice Support Team Contact Information

Placement Specialist, P3/K6 Certification Oversees Clinical I and II placements, addressing issues and concerns related to placements	Ms. Gina Martino
Clinical Partnership Coordinator	Ms. Diana Trautner
Graduate Assistant Coordinates Health Knowledge Test, HIB Prevention Requirement & Substitute Licensure	Ms. Kat Interiano
Faculty Program Coordinators Addresses questions and concerns related to academic program progress, expectations, and requirements	
Undergraduate P-3 & K-6 Program Coordinator	Dr. Dierdre Paul
Graduate P-3 Program Coordinator	Dr. Dierdre Paul
Graduate K-6 Program Coordinator	Dr. Danné E. Davis
B/MAT P-3 & K-6 Program Coordinator	Dr. Jessica Bacon
Chairperson Addresses questions and concerns related to TLRN faculty, staff, academic programs and courses Chairperson: Dr. Linda Wise Deputy Chairs: Dr. Minsun Shin and Dr. Talida State	

If you have questions, who should you contact?

Topic	Best Person to Contact
Clinical II Instructor of Record	Undergraduate: Dr. Priya Voleti Graduate: Dr. Jessica Bacon
Clinical I and II placement logistics and concerns	Ms. Gina Martino
Seminar course requirements, 175 hour requirement, Clinical I assessments	Seminar instructors
University Mentor Program	Ms. Alicia Boone or Ms. Gina Martino
Health Knowledge Test, HIB Prevention Requirement, Substitute Licensure	clinicalinternships@montclair.edu
CT payment/PD hours, Obtaining forms	clinicalinternships@montclair.edu
Anthology issues/concerns/questions	anthology@montclair.edu or clinicalinternships@montclair.edu
Accommodations (Interns are not required to disclose the nature of a disability with Clinical Internships or placement school staff, but may if they choose.)	Disability Resource Center
Director of University Certification & University Certification Officer	Dr. Caroline Murray

OVERVIEW: Clinical II

Clinical II provides the teacher intern with the opportunity to experience the full range of classroom teaching responsibilities. This is achieved by interning in a classroom full-time over a full semester, while taking a corresponding course (Seminar II).

As outlined in the Clinical II Timeline in this packet, interns are expected to gradually assume increased leadership in the classroom during the semester. Montclair encourages interns and cooperating teachers (CTs) to co-teach as much as possible using Marilyn Friend's co-teaching models (Friend, 2019 <https://coteach.com/products/>). Also, the leadership of the classroom should shift toward the intern over time to lead planning, instruction, assessment, and management of the class. Because Montclair emphasizes quality instructional experiences over quantity of time spent teaching, the rate at which interns move toward greater responsibility for multiple subject areas will vary from intern to intern.

General guidelines and expectations are outlined in greater detail throughout this handbook.

For Dual Certification Interns

Dual certification interns are required by the University to receive mentoring either from a single teacher who is dual certified and whose class includes students with IEPs, or from two teachers, one of whom holds a P-3 or K-6 general education teacher certification and another who holds a teacher of students with disabilities certification AND is currently teaching students with IEPs. What matters most is that dual certification interns are mentored by teachers who hold appropriate certification in both their content area (P-3 or K-6) and special education.

Assessment

The Clinical II Progress Report and Final Assessment are similar to the assessments that were used for Clinical I. These assessments of performance are recorded in Anthology by the CT and university mentor based on their observations.

Assessments include:

- The CT(s) complete 4 progress reports.
- The University mentor completes 4 progress reports.
- The final assessment features the same criteria and includes a place for the CT and mentor to provide a letter grade.

Successful completion of Clinical II and Seminar II:

- Interns must receive a passing grade in Clinical II to receive a passing grade in Seminar II and vice versa.
 - Undergraduates must receive a B- or better in both courses or they'll be required to retake both courses.
 - Graduate students must receive a C- or better in both courses or they'll be required to retake both courses.
- The Seminar II instructor determines the intern's Seminar grade.
- The Instructors of Record for Clinical II are [Dr. Priya Voleti](#) (undergraduate) and [Dr. Jessica Bacon](#) (graduate). This means that Dr. Voleti and Dr. Bacon will evaluate your final assessments and assign a grade to you for Clinical II.

“NEED TO KNOW” Policies and Procedures

- During the Clinical II semester, teacher interns attend cooperating schools **full-time, 5 days a week for the entire school day and follow the district’s school calendar**, whether school is conducted in person or remotely. This includes all holidays and vacation days, regardless of whether or not they are the same as Montclair State University Academic Calendar and regardless of whether the CT is in school that day. In addition to meetings and school conferences, interns are encouraged to participate in co-curricular activities.
- Teacher interns also must attend **Seminar II classes** according to the instructor's schedule of classes.
- If you must be absent due to illness or any other legitimate reason, **the CT and the Online attendance system must be notified prior to the start of the school day**. Notify the Online attendance system (Link: https://montclair.co1.qualtrics.com/jfe/form/SV_d6vEe6iSexj4LVs). If an observation has been arranged, it is your responsibility to inform the mentor of your absence.
- Clinical II demands interns’ full attention and preparation. Outside employment, while sometimes necessary, can be taxing and may compromise readiness. We understand that not all interns can forgo work entirely; however, any outside commitments should be minimized to ensure success in this critical phase of professional development. Any outside work must not interfere with the school day hours, which you are expected to be present for.
- According to the tradition of the Teacher Education Program, in compliance with the policies of the cooperating school, **teacher interns participate co-equally with teachers in professional responsibilities**. CTs are expected to regard teacher interns as professional colleagues. However, teacher interns are principally responsible to, and subject to the direction of, their CT since, according to State regulations, legally the CT is ultimately the professional in charge of their classroom.
- Teacher interns are encouraged to initiate contact and consult with their CT prior to the beginning of the Clinical II semester. Where permitted, if the school is open, the intern should arrange a visit to their assigned school.
- **Planned weekly meetings** are critical and must be scheduled between the CT and teacher intern to promote a positive, collaborative working relationship.
- Clinical II is an unpaid, immersive learning experience. However, due to the ongoing teacher shortage, teacher interns may be assigned as substitutes for pay during Clinical II only in genuine emergencies. This exception is intended to support schools without compromising candidate development. If this exception is used in ways that detract from candidate learning or violate supervision policies, it will be discontinued.
- Interns may not be left alone with students in the classroom unless they are officially serving as a paid substitute for that time period.
- A certified teacher or substitute must be present at all times during in-person instruction—even if the intern holds a substitute license.

- Interns may work independently with student groups in virtual settings if the arrangement is district-sanctioned (e.g., in a separate virtual classroom or breakout space). One-on-one remote work with a student requires prior approval from the cooperating teacher to ensure appropriate supervision and instructional alignment.
- Teacher interns, mentors, and cooperating teachers should work together to arrange observations, using the [Spring 2026 Observation Schedule](#). A teacher intern may not be observed formally twice in the same day. Ideally, you should be observed once a week.

Regarding University Mentors

- University mentors are professional colleagues/advisors who provide practical advice and assist with challenges that may arise regarding instruction, professionalism, and any other matters related to the clinical internship. They welcome telephone calls or email messages regarding issues that may develop.
- Mentors should be notified in advance of changes to a scheduled observation.
- Mentors seek to ensure that a positive, productive relationship is developed and maintained between the teacher intern and the CT. They provide guidance for conflict resolution and help ensure that the “4 Cs” of cooperation, clarity, communication, and collaboration are happening effectively.

Teacher Interns Who Require Accessibility Accommodations

Teacher interns who are registered with the University’s Disability Resource Center (DRC) may request accommodations through the DRC. The Clinical Internships team makes every effort to meet accommodation requests in collaboration with our school partners. In accordance with the law, interns are not required to disclose the nature of a disability with Clinical Internships or placement school staff, but may if they choose. Our collective focus is on accessibility. This includes working to reduce ableism both in our program and in our schools.

Teacher Intern Roles and Responsibilities

Attendance

- **Full time 5 days a week schedule:** Teacher interns are required to attend their assigned placement every day, **5 days a week for the entire school day**. This is typically 7-8 hours a day, for at least the same hours that contracted teachers are required to be at the school. This includes time before students arrive and after students leave.
- Teacher interns are expected to adhere to the full school day schedule, regardless of their cooperating teacher’s teaching load. For example, if no class is scheduled during the final period, interns should use that time productively—such as preparing materials, supporting classroom planning, collecting and reviewing artifacts. Interns follow the placement school’s calendar for holidays, breaks, and instructional days (in-person, remote, or hybrid), rather than the University calendar.
- Teacher interns may need to stay late after school for meetings or attend evening events related to the academic progress of the students in their classes, such as back-to-school nights.

- Teacher interns are required to sign in and out each day at the placement school's front office. If the front office does not have a sign-in location for teacher interns, it is the teacher intern's responsibility to maintain a log in the classroom of arrival and departure times and ensure that the log is signed by the CT.
- If remote teaching, ask your cooperating teacher to provide clear expectations for your availability and for what you should do when not engaged in direct instruction with students.

Absences

- If you must be absent due to illness or any other legitimate reason, prior to the start of the school day, interns must notify:
 - CT
 - [Online attendance system](#)
 - If an observation has been arranged, it is your responsibility to inform the mentor of your absence.
- **Five absences are permitted during the semester.** Any absences beyond this must be discussed with and approved by the Dean of Students office, which would indicate approved extenuating circumstances. In the case that more than five absences occur for an extenuating circumstance, interns would be required to remain in the clinical placement longer to make up missed hours.
- Teacher interns are not exempt from attendance for any Montclair related event, culminating assessments, employment, family obligations, etc.

Avoid Attendance Pitfalls!

Attendance is the most common concern in Clinical II. Avoid the following pitfalls:

Q 1: I didn't miss the whole day, just a few hours. Do I still have to report it?

A 1: Yes. Every absence (full or part of day) must be reported to the [Online attendance system](#).

Q 2: My CT said I could leave early. Is that okay?

A 2: No. If your CT plans to leave early, arrive late, or otherwise won't be teaching, ask if you may use the time to observe another teacher, work on your portfolio, prepare for your future lesson, or assist with a classroom administrative task. If your CT tells you that you can leave early or come late, say thank you then kindly remind your CT that Montclair and the NJDOE require full-time school attendance for you.

Q 3: My school doesn't have us sign in and out.

A 3: If no sign-in exists for you, create one to track your daily attendance and have it signed by your CT.

Q 4: My CT and I made arrangements for me to make up the days I was sick, so I didn't report them. Do I still need to?

A 4: Again, every absence must be reported to the [Online attendance system](#). Any make-up day arrangements must be approved by the clinical support team.

Q 5: My CT is fine with me arriving for my clinical at or after the bell since I have to: (transport my family member to school/work, take a bus that arrives late, or any other personal reason). Is that acceptable?

A 5: No. As a professional, you are expected to meet the same attendance requirements as school staff. In

a full-time role, you wouldn't tell a principal you will regularly be late for personal reasons--you'd adjust your schedule to honor your work commitment. Student teaching carries the same expectation.

Teaching

- The teacher intern is expected to actively participate in planning, implementing, and evaluating instructional activities. Some lessons that are co-taught will be "led" by the teacher intern, and some by the CT, but both should have a clearly defined role for each lesson/activity. **Rarely should one or the other be observing only.**
- Teacher interns should follow the [Clinical II Timeline](#). Interns are encouraged to take on as many teaching responsibilities as possible during and outside of class time and are expected to take leadership in planning, implementing, and assessing an integrated unit with the CT. As indicated in the Timeline, interns should lead all teaching responsibilities for an uninterrupted two-week period. This sustained experience is essential for meeting licensure requirements and demonstrating readiness for independent teaching.
- **Dual certification candidates (P-3 or K-6 and Teacher of Students with Disabilities)** are expected to gain as much experience as possible in both certification areas. Ideally, interns work in inclusive settings; in some instances, interns may divide/split their time between two classrooms. There are no hard and fast rules about how this looks as every school is structured differently. See important dates on Handbook cover page.
- In addition to formal teaching, the CT may direct the teacher intern to assist individual or small groups of students with classwork, homework, lab work, or remedial/ advanced work as requested by the CT.

Lesson Plans

- The teacher intern is expected to submit lesson plans to the cooperating teacher (CT) well in advance of instruction. In addition, the intern should participate in weekly planning meetings with the CT to collaboratively discuss both short-term and long-term instructional goals and objectives. You are required to compose lessons yourself rather than relying upon AI. In fact, you are strongly discouraged from using AI during the lesson planning process.
- Lesson plan formats may vary based on certification area, grade level, school/district requirements, and cooperating teacher expectations; however, all Montclair teacher interns are required to write detailed lessons each time they are observed by the CT or mentor AND as required by the CT using the [TLRN lesson planning format](#).
- The teacher intern should keep a log of all lessons and units taught that is accessible to CTs and U Mentors.

Observing of and Meeting with Other School Professionals

- [Timeline](#). As part of the internship experience and where agreed upon, teacher interns engage in observations of other teachers, school professionals, staff and fellow interns within the placement school. These observations are designed to deepen pedagogical understanding, expose interns to diverse instructional and professional approaches, and foster interdisciplinary collaboration.
- Observations can be done in special areas (speech pathology, guidance, inclusion/services for students with special needs, student activities, etc.) and at multiple grade levels.

Administrative, Operational and Professional Activities

- Teacher interns may be asked to file materials, type documents, record grades/assignments, make copies, and update records. Such clerical duties are part of the learning experience when assigned for reasonable time periods.
- Schools may assign teacher interns cafeteria/hall duty and supervision of homerooms if accompanied by a certified teacher.
- Teacher interns should expect to attend faculty meetings, grade-level meetings, parent conferences, and parent meetings and participate in various departmental/grade-level functions and appropriate professional development that take place before, during, or after school hours. Interns pursuing TOSD certification should have the opportunity to observe IEP meetings.

Instructional Readiness & Initiative

- Interns are expected to demonstrate enthusiasm for the Clinical II experience and a genuine interest in students' learning and well-being. This commitment should be evident in thoughtful, imaginative lesson preparation and active classroom engagement.
- Interns should come equipped with foundational knowledge of subject matter, human development, and instructional strategies, and apply this knowledge in developmentally and culturally responsive ways.
- Initiative is reflected in the intern's willingness to experiment with diverse instructional strategies and refine a teaching style that is both responsive and authentic.
- Timely and professional completion of all required assignments—including lesson plans, schedule submissions, and other essential teaching tasks—is expected. Accurate schedules must be provided to university mentors and CTs communicating any changes promptly to support effective collaboration.

Professional Disposition and Growth

- Teacher interns are expected to demonstrate a professional and ethical stance throughout Clinical II. This includes safeguarding student confidentiality, refraining from unprofessional commentary, and maintaining respectful interactions with administrators, colleagues, students, and families—both in person and on social media platforms.
- Conduct and attire should align with the norms of the school community (e.g., no midriff-baring or low-cut tops; sagging pants, jeans, ill-fitting attire, non-religious head coverings). Interns must also comply with all school and district policies, including attendance, participation in scheduled meetings, and any ongoing COVID-19 protocols. Read through faculty handbooks before starting your clinical experience to assure your familiarity with school policies.
- A pattern of personal and professional growth is expected, evidenced in ongoing self-reflection and a constructive response to feedback from mentors, instructors and CTs. Interns should routinely connect classroom practice to theories of child development and learning, demonstrating thoughtful integration of coursework and clinical setting.

Spring 2026 Observation Schedule

- This is a **flexible schedule**. Adjust as needed to accommodate school calendars and changing situations.
- Observations always must be preceded by a real-time pre-conference and followed by a real-time post-conference.
- University Mentors are expected to communicate with cooperating teachers before, during, or after each observation.
- Cooperating Teachers and University Mentors should submit progress reports via Anthology within 2-3 days of each observation.
- **Final evaluations from Cooperating Teachers and University Mentors are due by May 1st**
- **Assessments and Survey Forms: PR= Progress Report, MOF = Mentor Observation Form**

Clinical II Teacher Interns	
Week of:	Observation by:
1/5	
1/12	
1/19	U Mentor (PR)
1/26	
2/2	CT (PR)
2/9	
2/16	U Mentor & CT collaborative observation (PR)
2/23	
3/2	
3/9	CT (PR)
3/16	
3/23	U Mentor (PR)
3/30	
4/6	CT (PR)
4/13	
4/20	U Mentor (PR)
4/27	CT (PR)
	Final Assessment and Final Grade/Recommendation Survey Forms due May 1st
5/8	Clinical II ends on May 8th
<p>U Mentors & CTs are asked to complete one collaborative observation. The U Mentor (not the CT) enters the collaborative observation into Anthology. CT feedback is shared directly with clinical interns and U mentors.</p>	

Information for Cooperating Teachers and University Mentors

Please review the [Cooperating Teacher Resources](https://www.montclair.edu/cssee/cooperating-teacher-resource/) for all materials/information needed by cooperating teachers.

Full link: <https://www.montclair.edu/cssee/cooperating-teacher-resource/>

Supporting Your Teacher Intern: A Guide for Cooperating Teachers

The Clinical II semester will likely be exciting, demanding, and at times overwhelming for your teacher intern—even the most organized candidates may feel stretched. We also recognize that hosting a teacher intern is a significant commitment on your part and we are very grateful for your commitment to developing the next generation of teachers. The Department of Teaching and Learning is here to support you in this important role. Please don't hesitate to reach out to us. Below are guiding principles for effective mentoring that foster clarity, confidence, and collaboration:

Communicate Clearly and Consistently

Set clear expectations each week—verbally or in writing—and review them together. This helps your intern prepare in advance and reduces confusion. Cooperating teachers are required to meet with the seminar instructor and university mentor twice during the semester to discuss strategies for supporting the intern.

Foster a Welcoming Environment

Be available to listen with openness. Interns may hesitate to ask for help, fearing they'll overstep. If something feels off in their performance, it may signal that they're struggling and unsure how to seek support.

Offer Regular, Encouraging Feedback

Interns are often navigating uncertainty and self-doubt. Positive feedback helps build confidence and reinforces growth. When offering constructive criticism, frame it in a supportive, actionable way. Holding a weekly scheduled meeting time may be an effective approach to assuring there is time set aside for regular feedback and discussion of progress.

Be Honest and Specific

Provide clear, constructive feedback that identifies areas for improvement and offers guidance on how to grow. Interns benefit most from feedback that is both candid and developmental.

Encourage Self-Direction

Support your intern in developing autonomy in lesson planning, understanding student needs, exploring varied teaching techniques, and using diverse instructional materials and classroom management strategies.

Serve as a Reflective Partner

Act as a sounding board for your intern's reflections. Thoughtful dialogue helps them process experiences and deepen their professional insight.

Engage in Professional Learning

Consider joining Montclair's Clinical Faculty program to access valuable professional development opportunities. Visit www.msuner.org for details.

Avoid Comparisons

Each intern develops at their own pace—just like your students. Avoid comparing your current intern to others you've hosted or to your own student teaching experience. Benchmarking can unintentionally lead to unrealistic or unfair expectations.

Intern Attendance & Absence Guidelines

Cooperating Teachers play a critical role in reinforcing professional expectations and ensuring that teacher interns meet Montclair and NJDOE requirements for Clinical II. The following guidelines outline what interns are expected to do regarding attendance and absences, and how mentors should support, monitor, and respond.

Full-Time Attendance Requirement

- Interns are required to attend their assigned placement five days a week, for the full school day (typically 7–8 hours), including time before students arrive and after they leave.
- Interns must follow the placement school's calendar for holidays, breaks, and instructional days (in-person, remote, or hybrid)—not the Montclair calendar.
- Interns are expected to remain at school even if their cooperating teacher has a lighter schedule. Unassigned periods should be used productively (e.g., planning, observing, organizing materials).

Daily Sign-In Protocol

- Interns must sign in and out daily at the school's front office.
- If no sign-in system exists, interns must maintain a personal attendance log in the classroom, signed daily by the cooperating teacher.

Absence Reporting Procedures

Interns must report all absences—full or partial day—prior to the start of the school day by notifying:

- Their Cooperating Teacher (CT)
- Their University Mentor: If an observation is scheduled, interns must also notify the mentor directly to reschedule.
- The Online Attendance System

Excused vs. Unexcused Absences

Acceptable reasons for absence include:

- Personal illness
- Family illness or emergency
- Religious observance
- Bereavement

Unacceptable reasons include:

- Employment obligations
- Job interviews
- Family vacations
- Transportation issues
- Weather (unless school is closed)

Thresholds & Intervention

- If an intern accumulates more than 5 absences or is late/early more than 3 times, mentors must notify via clinicalinternships@montclair.edu

Honorarium

Clinical cooperating teachers receive a \$550 honorarium for hosting an intern for both the Clinical I and II semesters; this amount is prorated if there is more than one cooperating teacher in one or both semesters or if the intern is moved/leaves their placement.

- Clinical Practice I honorarium: \$150 (per each intern that you host full-time, prorated if there is more than 1 CT)
- Clinical Practice II honorarium: \$400 (per each intern that you host full-time, prorated if there is more than 1 CT)

For information, visit [Cooperating Teacher Resources](#).

Effective fall 2024, one honorarium check is issued for both Clinical I and II, after the intern completes the Clinical II semester.

Spring Clinical 1 + Fall Clinical 2 → Combined honorarium check issued in January/February

Fall Clinical 1 + Spring Clinical 2 → Combined honorarium check issued in May/June

In the event that an intern only works with a cooperating teacher for one semester, the honorarium for that semester will be issued upon the conclusion of the semester.

- Per University policy, we are unable to honor payment requests submitted more than three months after the semester concludes.
- If there are any changes in the assignment, or the amount of time a cooperating teacher is spending with a teacher intern, notify TLRN as soon as possible. Honorarium adjustments will be made accordingly.
- For questions related to the honorarium process, please contact clinicalinternships@montclair.edu.

Professional Development Opportunities

Are you a Clinical Faculty Member in the MSU Network for Educational Renewal (MSUNER)?

While all cooperating teachers in MSUNER districts have access to special privileges and resources, there are extra benefits associated with becoming a clinical faculty member. Please visit www.msuner.org to learn more about this opportunity to grow professionally as a teacher, mentor, and teacher educator!

Assessment Overview

Progress Reports are the official ongoing assessments for Clinical II, and we ask that cooperating teachers and university mentors submit their assessments online so that the results can be shared between and amongst all of you. During the semester interns will receive 6 progress reports from the university mentor based on observations. Interns will receive the following from the cooperating teacher(s):

If one cooperating teacher for entire semester: 4 official progress reports
If two cooperating teachers: 2 official progress reports from each CT

When the cooperating teacher and mentor observe the same lesson, they should collaborate on the feedback. However, because progress reports are tied to specific lessons rather than overall performance, the cooperating teacher will submit the progress grade.

The Clinical Practice II Final Assessment is the intern's comprehensive assessment. The form is identical to the Progress Report with the addition of a letter grade space at the end. The university mentor and cooperating

teacher complete the assessment collaboratively. In cases where there are two cooperating teachers, each may submit a separate Final Assessment or co-author one jointly. Final Assessments are submitted in the **Anthology system**. Before submitting online, mentors and cooperating teachers must share their evaluations with interns in hard copy to ensure transparency and open communication. The Final Assessment and overall grade should not be a surprise.

Assessment Process

[Progress Reports](#) are based on specific pre-planned observations of intern-led instruction.

Observations will be conducted in person. Cooperating teachers are asked to help facilitate this process.

1. **Pre-observation conference:** The CT/Mentor and intern are required to have a pre-observation conference to prereview the teacher intern's instructional and assessment plans and prepare for the observation. This pre-observation must be a live conversation conducted in person, by phone, or by video conference.
 - a. Review the instructional plan for the lesson/learning experience that will be observed.
 - b. Review the unit from which the lesson to be observed is taken.
 - c. Consider questions such as the following:
 - i. What makes the stated learning objectives for this lesson appropriate for the students?
 - ii. What supports or accommodations have you included or will include to ensure all students are able to meaningfully engage with the lesson and meet the learning objectives?
 - iii. How have you planned to support students with IEPs, learning differences, or other identified needs? How have you planned for a range of learning profiles and proficiency levels in this lesson? What strategies will you use to differentiate instruction and promote equitable access for all students?
2. **Classroom observation:** The observation should allow the CT and mentor to make professional judgments about and give feedback to the teacher intern about their implementation of instruction and professional behavior.
3. **The post-observation conference** is a vital part of the Clinical Practice II process. It offers teacher interns a structured opportunity to reflect on their teaching, use of assessment to support learning, communication strategies, and interactions with students and the cooperating teacher (CT).

In addition to hearing from the intern, CTs and mentors are expected to provide specific, constructive feedback aligned with the Clinical II assessment rubric, focusing on observed teaching and learning strategies.

To guide reflection and dialogue, CTs and mentors may ask questions such as:

- *How did you feel the lesson went?*
- *What aspects of the lesson worked well? What didn't work well?*
- *Did students meet the intended objectives? How do you know?*
- *If you could reteach this lesson, what might you change?*
- *What sources have you used to support student learning or well-being (e.g., mentor, administrators, school personnel, families)? What insights did you gain?*

- *In what ways did your lesson support students with disabilities, multilingual learners, and others with particular learning needs in meeting the objectives? How do you know it was effective?*

This conversation should be transparent, supportive, and centered on growth. The goal is to foster clear communication and shared understanding among all parties—ensuring that feedback is meaningful and no aspect of the evaluation comes as a surprise.

University Mentor roles

- University mentors are professional colleagues/advisors who provide practical advice and assist with challenges that may arise regarding instruction, professionalism, and any other matters related to the clinical internship. They welcome telephone calls or email messages regarding issues that may develop.
- Mentors should be notified in advance of changes to a scheduled observation.
- Mentors seek to ensure that a positive, productive relationship is developed and maintained between the teacher intern and the CT. They provide guidance for conflict resolution and help ensure that the “4 Cs” of cooperation, clarity, communication, and collaboration are happening effectively.

Final Grade

The grade assigned by a CT or mentor is at their discretion and reflects the quality of work demonstrated in the formal assessments and ongoing communication of progress throughout the semester. Please note the following:

- **Final grades (issued as part of the Final Assessment) must be submitted in Anthology by Friday, Dec 5th. Late grades can delay the teacher intern’s certification and graduation.**
- There is no fixed correlation between numerical ratings and the final letter grade. A score of 4 does not automatically equate to an A, nor does a 3 equate to a B. Cooperating teachers and mentors are encouraged to use their professional judgment when determining final grades, taking into account the full scope of the intern’s performance.
- Grades provided by CTs and mentors are averaged by the Instructor of Record to determine the overall final grade that will appear on the transcript.
 - Undergraduate interns must earn a B– or higher in both Clinical Practice II and Seminar II to successfully complete the semester. Graduate level interns must receive a C- or better in Clinical Practice II and Seminar II.
 - Therefore, if a mentor or cooperating teacher feels a grade below B- has been earned, follow-up is conducted by the intern’s field team and the Department of Teaching and Learning. We ask that you contact Gina Martino (martinog@montclair.edu). While it is our goal and desire to fully support and prepare each teacher intern to be successful in their own classroom, ultimately it is our collective responsibility to ensure that graduates of our program are individuals who we believe will have a positive impact on the lives of students.
- Cooperating teachers and mentors should openly share their final grade with interns. Interns should not be surprised by the final letter grade they receive, even if they do not agree with that grade.
- The final grade should reflect the intern's abilities and progress as a teacher intern who is preparing for classroom responsibilities; interns should not be evaluated at the same level that a first-year teacher would be evaluated.

- A Intern has received all 3s and 4s on progress reports and final evaluation. Intern performance has been “excellent” in a majority of criteria and unsatisfactory in none. In your opinion, intern is a highly desirable candidate for any school system. It is not necessary to give an intern 4s in order to give them an A grade.
- A- Intern has received mostly 3s and some 4s on progress reports and the final evaluation. Intern performance has been “excellent” in some criteria and satisfactory in most.
- B+, B or B- Intern has received mostly 3s on progress reports and the final evaluation, with some 2s. Satisfactory but not outstanding performance in all respects, and unsatisfactory in none.
- C Intern has received mostly 2s and some 1s on progress reports and final evaluation, and/or evaluations began stronger at the start of the semester and finished less strong. Unsatisfactory in one or more critical respects. Not recommended for teaching without extensive remedial work in a number of important areas. This is not a passing grade.
- F Failure. In your opinion, the intern does not yet have the competence for effective teaching.

Successful Completion of Clinical II

Once grades are submitted by university mentors, Dr. Voleti, the Instructor of Record, determines each intern’s final overall grade and submits it to the Registrar. Successful completion of Clinical II is based on the mentor and cooperating teacher grades, along with the following factors:

1. Attendance (met the attendance guidelines provided on previous pages; communicated clearly and accurately any absences/late arrivals/early departures, etc.)
2. Professionalism and Dispositions (met Teacher Education Program guidelines for professionalism as outlined in this packet, in the Teacher Education Program Handbook, in the Portrait of the Teacher, and the Montclair Standards)
3. Completion of required surveys (Clinical II Survey and PSI Survey – both due December 5).
4. Successful completion of Seminar II
5. Informal feedback from placement school faculty/staff (e.g., principal), Montclair faculty/staff, and the Clinical Internships Placement Specialist.

It is therefore possible to complete the semester in terms of attendance, assignments, etc. and even receive passing grades from cooperating teachers/mentors and still receive a failing grade or IN for the course.

Termination of Clinical II Prior to the End of the Semester

In on-campus courses, inadequate progress or limited demonstration of learning typically impacts only the individual student. In field-based placements, however, a teacher intern’s performance directly affects the learning and well-being of K–12 students. While faculty and staff in the Teacher Education Program are committed to supporting each intern’s growth, the needs of the students in the classroom must remain the highest priority. A Clinical Practice II placement may be canceled due to:

- Mutual agreement among the intern, mentor, and cooperating teacher because of illness or an emergency.
- **Unsatisfactory performance** as evaluated by the cooperating teacher, mentor, school administrator, and university faculty/staff. This may include, but is not limited to:
 - Inappropriate language or actions toward or about students
 - Unprofessional behavior in the classroom, school, or online
 - Excessive tardiness or absences

- Poor communication with the cooperating teacher, mentor, or school personnel
- Inadequate lesson planning or implementation
- Insufficient preparation for instruction
- Limited overall progress in instructional practice
- Lack of initiative or leadership in the classroom

If an intern's placement is canceled for any of these reasons, the intern may not be replaced in the same semester and must repeat the Clinical II/Seminar II semester. University policies regarding withdrawals, incompletes, and F's apply (e.g., in terms of tuition reimbursement, transcripts, etc.). **It's important to remember that since Seminar II and Clinical II are inextricably linked, it is not possible to pass one course without passing the other;** if an intern fails, withdraws or receives an Incomplete in one course, they necessarily must be issued the equivalent grade in the other course.

Legal Issues and Professional Ethics for the Clinical II Semester

Legal Protection of the Teacher Intern

The teacher intern, during his/her Clinical I and II semesters, is legally protected by New Jersey Statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher:

18A:16-6. **Indemnity of officers and employees against action, proceeding; exceptions.** Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any Teacher intern or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom. L.1967, c.271; amended 1977, c.216; 2001, c.178, s.2.

Personal Property and Injury

Although incidents are rare, it is possible for an intern to experience a loss of personal property and/or injury during a clinical internship. The University policy regarding coverage is the same for those students enrolled in clinical internships as it is for the campus community: personal property losses and personal injury are not covered under Montclair's insurance policy. Therefore, we encourage students to take out additional insurance if your personal property is not covered by your own homeowner or car insurance or if you do not have health insurance that covers personal injuries.

School/District Procedures

The teacher intern should ask the cooperating teacher to review the school's Teachers' Handbook. Becoming informed about the procedures regarding fire drills, emergencies, affirmative action, and reporting child and substance abuse is part of a teacher's job. The description of Clinical II in this manual is a guide for a teacher intern while in the host school. However, in addition, interns are expected to adhere to school policy and appropriate provisions in the Teachers' Handbook. If unsure of how to react to a particular situation, the teacher intern should contact the Clinical Internships team immediately.

Professional Ethics

As a prospective teacher with an instructional license, the teacher intern has an ethical responsibility to the profession. As a representative of the Teacher Education Program, the intern is a reflection of Montclair State University. It is expected that the teacher intern will conduct themselves in a manner befitting the profession.

Likewise, the intern should be accorded the regard associated with being a professional. If there are questions related to professional ethics, the Clinical Internships team should be contacted.

Child Abuse

The New Jersey Code 6:29-92 requires that “school personnel who have reasonable cause to believe that a child has been subjected to child abuse.....shall immediately report to the Department of Children Protection and Permanency.” **As a teacher intern, you are considered to be a part of the “school personnel” and are liable for reporting suspected abuse to DCP&P.** Legally, it is not sufficient for you to simply tell a teacher or administrator and let them handle it. However, given your presumed inexperience with identifying the signs of possible abuse, the sensitive nature of your position as a guest in the school and the reality that each district has its own system for handling such matters, it is advisable to notify your cooperating teacher or a school administrator as soon as possible for advice and assistance. Any incident that you report or are determining how to handle should be reported to your Clinical Internships placement specialist (call x4139) within 24 hours of occurrence.

Reportable Incidents

Any situation or incident that may involve legal action—and in which you are either directly involved or a witness—must be reported to the Clinical Internships team within 24 hours of the occurrence. You may be asked to complete an Incident Report to provide the necessary information for university personnel to determine what, if any, action should be taken.

Work Actions

In the event of a teacher strike or other work action, Teacher interns are advised by the university to remain neutral. Teacher interns should never cross a picket line. If it appears that a strike may be prolonged, efforts will be made to find a placement in another district.

Clinical II Intern Timelines

Below are timelines based on the type of placement required for your program. Please refer to the timeline that best describes your Clinical II placement type. Contact the Clinical Internships team for guidance if you are not sure which placement type applies to you.

1. Single Placement:

One or more cooperating teachers working in one classroom setting for the entire semester. This can apply to both single and dual certification candidates.

2. Multiple Placement for Dual Certification TSD Candidates:

Combined Bachelor's/Master's interns and graduate MAT dual certification TSD interns who have one setting with a general education certified teacher and one setting with a TSD-certified teacher. [See Multiple placement timeline](#). Please email [Gina Martino](#) with any questions concerning dual certification placements .

P3/K6 Single Placement Timeline

This timeline is applicable for the teacher intern who is working in one classroom for the entire semester, regardless of whether there is one or more cooperating teachers in that classroom. This can apply to both single and dual certification interns. This timeline should be used as a tool to guide your experiences during the Clinical II semester. Use it to ensure that you are learning and progressing as planned. There is no specific sequence to the tasks listed below. Since every classroom is different, each teacher intern's timeline will be slightly different.

In the space provided on the right, keep track of when issues/tasks were discussed/completed. Share your timeline with your cooperating teacher and mentor on a regular basis. It is a good tool to use at weekly meetings with your cooperating teacher. At the end of each section there is room to include additional information for other experiences not listed here.

At the end of the semester, you are required to give your completed timeline to your Seminar II instructor.

Name: _____

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 1-3	Dates--Examples
<p>1. Set a mutually convenient, <i>sacred</i>, weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned.</p> <p>NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.</p>	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Complete a journal entry each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Review the school's faculty handbook and any materials teachers receive from the school or district administration. Ask questions.	
5. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure their permission before dissemination to parents.	
6. Discuss school policies and clerical/administrative responsibilities with your CT.	
7. Reintroduce/introduce yourself to the principal, other grade level teachers and specialists, special educators, custodians, office secretaries, etc.	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 1-3	Dates--Examples
8. Attend staff meetings and all others meetings that your CT attends.	
9. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaires from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
10. Set up/add to your filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.) Save documentation of what you have done in the classroom (examples of student work, pictures of projects, pictures of you working with students, lesson plans, reflections on your teaching, etc.) in order to document your work in your portfolio.	
11. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
12. Select at least one curriculum area and take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
13. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
14. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
15. Plan and mount a bulletin board. Take a picture for documentation. This can be done virtually as well as in the building!	
16. Contact your university mentor to set up observation dates post-observation conference times.	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 3-8	Date-Examples
1. Work toward planning a whole day to a whole week with your CT. Take on responsibility for 2 – 3 additional content areas. Integrate content areas.	
2. Develop and implement a range of assessments with students (individual and whole group).	
3. Critically evaluate your own activities and interactions with students in your classroom. Keep a journal on events and interactions that	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 3-8	Date-Examples
take place in the classroom. Reflect on your response to these events and interactions. (Certain journal entries are required for seminar.)	
4. Offer your CT constructive suggestions regarding classroom related ideas.	
5. If possible given remote learning contexts, observe and meet with special educators. Discuss Child Study Team tasks, referral procedures, IEPs, communication with families, adapting curriculum for children with special needs, etc.	
6. Review progress on your professional goals with CT and mentor.	
7. Continue selecting artifacts for your portfolio:(lesson plans, unit maps, integrated lessons), assessment (student work, various assessment types), parent engagement (letters to parents, meetings, conferences, etc.), professional development (workshops attended, staff development activities in the school, mentor assessments of your work, etc.).Each artifact must be accompanied by a reflection (your thoughts on 'transformative moments' in the classroom. Take pictures in the classroom – especially pictures of you working with students.	
8. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum, questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
9. Visit other classrooms if possible. Reach out to master teachers who have special skills and interests (e.g., long distance learning, special interests in the arts, working with diverse learners, adapting curriculum, etc.)	
10. Attend parent/family-teacher conferences.	
11. Find ways to interact with the principal.	
12. Contact your university mentor to set up observation dates.	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 9-13	Date-Examples
1. Continue to add artifacts to your portfolio. Ask your CT to review your portfolio with you. Emphasize your strengths and send clear messages. Proofread carefully.	
2. Critically evaluate your practice.	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 9-13	Date-Examples
3. Work with your CT to problem solve classroom dilemmas.	
4. Communicate with parents – participate in parent conferences or meetings.	
5. Participate in staff development workshops and other opportunities. If possible, visit other classes and professionals in your school.	
6. Plan a virtual field trip. Use a wide variety of resources when planning lessons.	
7. Test strategies that you have developed as a teacher (e.g., a management strategy different from the one your CT uses.)	
8. Take full responsibility for planning, implementing, and assessing all classroom activities for a minimum of two weeks. (This does not mean your CT sits back - only that you are driving the decision-making and planning during this time.)	
9. Contact your university mentor to set up observation dates and post-conference times.	

P3/K6 SINGLE PLACEMENT TIMELINE	
Weeks 13-15	Date-Examples
1. Bring closure to your 'major' work with students.	
2. Visit other classrooms if possible.	
3. Finish downloading artifacts to your portfolio. Critically assess what you have accomplished this semester.	
4. Ask your CT to review your portfolio and resume with you, and to discuss responses to possible interview questions with you.	
5. Ask the principal or a teacher if they would conduct a mock interview with you for a position in your school. (The more practice you get, the better!) A mock interview is required for all Seminar II interns by the end of the semester. This may be completed during Seminar or through the CEHS Career Services Mock Interview Week.	
6. Reflect on how you would like to say good-bye to your students and implement a plan you have discussed with your CT.	
7. During the last two weeks of the semester you should move back to a supporting role in the classroom rather than a dominant one. Discuss 'separation' strategies with your CT and mentor.	
8. Conference with your mentor and CT regarding your Final Assessment of Clinical II.	

DON'T FORGET TO RETURN THIS FULLY COMPLETED TIMELINE TO YOUR SEMINAR PROFESSOR!

P3/K6 Multiple Placement Timeline

This timeline is applicable to interns who are in a dual certification TSD program (K-6/TSD MAT; P-3/TSD MAT) who have been assigned 2 (or more) separate settings in order to gain experience working with typically-developing students as well as students who have identified special needs. Interns with multiple placements usually spend 7-8 weeks in one classroom then 7-8 weeks in the second classroom. E.g., a candidate may be assigned to a general education 2nd grade classroom for Clinical I and then continue in that same classroom for the first 7 weeks of Clinical II. Then the candidate might move to a resource room setting for the remaining 8 weeks.

This timeline should be used as a tool to guide your experiences during the Clinical II semester. Use it to ensure that you are learning and progressing as planned. There is no specific sequence to the tasks listed below. Since every classroom is different, particularly for dual certification candidates, each teacher intern's timeline will be slightly different. In the space provided on the right, keep track of when issues/tasks were discussed/completed. Share your timeline with your cooperating teacher and mentor on a regular basis. It is a good tool to use at weekly meetings with your cooperating teacher. At the end of each section there is room to include additional information for other experiences not listed here.

At the end of the semester, you are required to give your completed timeline to your Seminar II instructor.

Name: _____

P3/K6 MULTIPLE PLACEMENT TIMELINE	
DURING THE FIRST 2 WEEKS IN EACH PLACEMENT:	Date-Examples
<p>1. Set a mutually convenient, <i>sacred</i>, weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned.</p> <p>NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.</p>	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Try to write in your journal each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Review the school's faculty handbook and any materials teachers receive from the school or district administration. Ask questions.	
5. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure their permission before you share the letter with parents.	
6. Discuss school policies and clerical/administrative responsibilities with your CT. Request the opportunity to review the IEPs of any students in your classroom.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
DURING THE FIRST 2 WEEKS IN EACH PLACEMENT:	Date-Examples
7. Reintroduce/introduce yourself to the principal, other grade level teachers and specialists, special educators, custodians, office secretaries, etc.	
8. Attend staff meetings and all others meetings that your CT attends.	
9. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaire from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
10. Set up/continue to add to your filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.) Save documents (examples of student work, pictures of projects, pictures of you working with students, lesson plans, reflections on your teaching, etc.) directly to your e-portfolio or on your computer.	
11. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
12. Select at least one curriculum area and quickly take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
13. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
14. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
15. Contact your university mentor to set up observation dates. (The mentor should do one informal and two formal observations for this half of the split.)	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS THREE – FIVE IN YOUR FIRST PLACEMENT	Date-Examples
1. Work toward planning a whole day to a whole week with your CT. Take on responsibility for 2 – 3 additional content areas. Integrate content areas. THIS DOES NOT MEAN THAT YOU DO ALL THE PLANNING. By this time you need to know how your CT plans for a full week in this classroom.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS THREE – FIVE IN YOUR FIRST PLACEMENT	Date-Examples
2. Critically evaluate your own activities and interactions with students in your classroom. Keep a journal on events and interactions that take place in the classroom. Reflect on your response to these events and interactions. (Certain journal entries are required for seminar.)	
3. Offer your CT constructive suggestions regarding classroom related ideas.	
4. If possible, observe and meet with special educators. Discuss Child Study Team tasks, referral procedures, IEPs, communication with families, adapting curriculum for children with special needs, etc. THIS ITEM MAY BE MORE APPROPRIATE TO YOUR SECOND SETTING.	
5. Review progress on your professional goals with CT and mentor.	
6. Continue collecting artifacts for your portfolio. Put artifacts directly into your E-Portfolio or on your computer. Write out your ‘narrative’ (context and content of the artifact) and your reflection on the artifact. DO IT NOW. Don’t wait. With permission, take pictures in the classroom – especially pictures of you working with students.	
7. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum, questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
8. Visit other classrooms if possible. Reach out to master teachers who have special skills and interests (e.g., long distance learning, special interests in the arts, working with diverse learners, adapting curriculum, etc.)	
9. Find ways to interact with the principal.	
10. Contact your university mentor to set up observation dates.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS SIX AND SEVEN IN YOUR FIRST PLACEMENT	Date-Examples
1. Continue to collect artifacts for your portfolio. Decide how you will organize your portfolio and what you want to include. Emphasize your strengths and send clear messages.	
2. Critically evaluate your practice in this placement.	
3. Work with your CT to problem solve classroom dilemmas.	

4. Communicate with parents – participate in parent conferences or meetings – as appropriate.	
5. Participate in staff development workshops and other opportunities. Attend all meetings that your CT attends.	
6. Plan a virtual field trip, if possible, or discuss with your CT how to plan a field trip. Use a wide variety of resources when planning a field trip.	
7. Practice strategies that you have developed as a teacher (e.g., a management strategy different from the one your CT uses.)	
8. Take full responsibility for planning, implementing, and assessing all classroom activities for a minimum of one week, as appropriate. (This does NOT mean that your CT sits back, only that you take the lead in decision-making.)	
9. Complete the Assessment of Student Learning Assessment OR decide to complete it in your next placement.	
10. Discuss with your CT how you will bring closure to your time in the placement. Discuss how you will say ‘good-bye’ to your children.	
11. Meet with your mentor and CT for a final conference.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
FIRST TWO WEEKS IN YOUR SECOND PLACEMENT	Date-Examples
<p>1. Set a mutually convenient, <i>sacred</i>, weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned.</p> <p>NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.</p>	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Try to write in your journal each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure their permission before you share the letter with parents.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
FIRST TWO WEEKS IN YOUR SECOND PLACEMENT	Date-Examples
5. Discuss classroom policies, procedures, and routines with your CT. Request the opportunity to review the IEPs of any students in your classroom.	
6. Attend staff meetings and all others meetings that your CT attends.	
7. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaire from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
8. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
9. Select at least one curriculum area and quickly take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
10. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
11. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
12. Contact your university mentor to set up observation dates. (The mentor should do one informal and two formal observations for this half of the split.)	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS THREE TO FIVE IN SECOND PLACEMENT	Date-Examples
1. Take on as much responsibility for classroom tasks as quickly as you can. Learn classroom routines and procedures.	
2. Take over large and small group lessons. Cover each of the subject areas as appropriate for this setting.	
3. Develop a day-to-day and week-to-week calendar so that you know which lessons you will be doing and when.	
4. Complete a minimum of 4 lessons in this setting that are observed by your mentor or cooperating teacher. Each of these lessons must be written up in the MSU format, and shared with your CT or mentor in advance of your lesson.	
5. Plan a whole day and then a whole week with your CT. Take on as much responsibility for a week of planning as possible.	
6. Communicate with parents. Attend parent conferences as appropriate.	
7. Attend an IEP meeting, as appropriate.	
8. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum,	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS THREE TO FIVE IN SECOND PLACEMENT	Date-Examples
questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
9. Continue to collect artifacts for your e-portfolio. Be sure that this placement is well represented in your portfolio.	

P3/K6 MULTIPLE PLACEMENT TIMELINE	
WEEKS SIX AND SEVEN IN YOUR SECOND PLACEMENT	Date-Examples
1. Implement a whole week of lessons. Take as much responsibility as possible for the week's lessons. Cover each subject area, as appropriate.	
2. During the last week in the placement, begin to pull back from your role as a teacher.	
3. Discuss with your CT how you will bring closure to this experience and how you will say good-bye to your students.	
4. Meet with your mentor and CT for a final conference. Critically evaluate your practice in this placement.	
5. Ask the principal, administrator or teacher if they would conduct a mock interview with you for a position in your school. (The more practice you get, the better!) A mock interview is required for all Seminar II students by the end of the semester.	
6. Decide how you will say good-bye to your new colleagues in this school.	

DON'T FORGET TO RETURN THIS FULLY COMPLETED TIMELINE TO YOUR SEMINAR PROFESSOR!

TLRN Lesson Plan Template

Click [here](#) for a downloadable lesson plan template

Early Childhood and Elementary Certification Lesson Plan (#)		
Teacher Intern: Week of: Unit/Duration:	Grade Level(s): Class/Subject: Topic/Title:	
State/Disciplinary Standards: <i>(Student Learning Standards. Include the progress indicator number and text of each standard. Add lines as needed.)</i> <input type="checkbox"/> Standard: <input type="checkbox"/> Standard: <input type="checkbox"/> Standard:		
Daily Performance Objectives/Learning objectives: <i>(Include student outcomes both as Understandings (i.e. "Big Ideas"), as well as unit-driven Knowledge and Skills. Add lines as needed)</i> <input type="checkbox"/> Objective: <input type="checkbox"/> Objective: <input type="checkbox"/> Objective:		
Essential Question(s) (from Unit Plan):	Academic Language: <i>List the vocabulary that is essential for mastery of this content.</i>	<i>Describe the instructional strategies you will utilize to teach the academic vocabulary of the lesson.</i>

Prior Knowledge and Concepts: *(What prior knowledge and requisite skills do students need to have that will ensure their success with this lesson? Address any misconceptions you may anticipate.)*

Assessment Strategy/Evaluation note: all lessons *must* include checks for understanding

What assessment(s) will you use to demonstrate that the students are meeting the learning objectives? State type(s) of assessment and what is being assessed [Pre-assessment, Formative, And Summative].

Learning Objective	Assessment	Learning Criteria (How will you know that students have met and/or are moving toward meeting that LO?)	Implementation (whole class, grouped, individual, & adaptations)

Planned Supports / Adaptations

(Outline the universally designed instructional supports guided by learner diversity and/or individualized adaptations for the variety of learners in your class/group who may require different strategies and/or support (e.g., children with IEPs or 504 plans, English language learners, children at different points in the developmental continuum, struggling readers, and/or gifted children)

UDL:

How are you universally designing your lesson addressing your whole class and individual students' with varied needs?

Multiple means of representation

Multiple means of expression

Multiple means of engagement

Students with IEP's / 504 Plans (add rows as necessary)		
IEPs/504 Plans: Classifications/Needs	Number of Students	Supports, Accommodations, Modifications, Pertinent IEP Goals
Students with specific language needs		
Language needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design
Students with other learning needs		
Other learning needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design

What resources and digital tools do you need to teach the lesson:		What materials and/or digital tools will students need and/or use:

Procedure		
Duration	What is the teacher doing?	What are the students doing?
LAUNCH/ Beginning (mins) <i>How will you engage students and capture their interest? 3-7 minutes</i>		

<p>LEARNING ACTIVITIES/ Middle (mins) "I do" "We do" "You do" <i>How will you explain/ demonstrate knowledge /skills required of each objective? How will you ensure that students have multiple opportunities to practice? How will you address the academic language demands?</i></p>		
<p>CLOSURE/ End (mins) <i>How will students summarize and state the significance of what they learned? 3-7 minutes</i></p>		
<p>Extension/Reinforcement/Homework</p>		
<p>Family/Community Engagement—optional</p>		

Notes/Reflections: