



MONTCLAIR STATE
UNIVERSITY

College of Education and Human Services



Clinical Year Guidebook

Department of Teaching & Learning
Subject Area Teacher Education
(P-12 certification)



**For teacher interns, cooperating teachers,
university mentors, and university course instructors**

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Portrait of a Teacher

Montclair State University envisions teachers who:

Have expert knowledge of subject area content and relevant pedagogy:

- Have deep understanding of the major concepts and principles of the disciplines they teach.
- Have extensive knowledge of the research, teaching methodologies, technologies, core learning standards, and resources specific to those disciplines
- Possess broad-based knowledge within and across the liberal arts to situate their teaching in current and historical global contexts
- Demonstrate exemplary literacy and communication skills; can speak and write English fluently and communicate clearly and appropriately

Understand learning and development as complex processes that take place across the lifespan:

- Understand how children, adolescents and adults learn and develop in a variety of school, family and community contexts
- Know, evaluate and apply relevant theories of learning to teaching practice
- Take initiative to know each student as a unique individual who brings varied backgrounds, strengths, needs, and perspectives to learning

Apply knowledge of learners, disciplinary content, pedagogy, and assessment to teach effectively:

- Provide culturally and linguistically responsive instruction that respects diversity of ability, age, class, ethnicity, gender, language, race, religion, and sexual orientation to support the academic achievement of all students
- Plan and implement rigorous instruction that engages all students in meaningful and challenging learning
- Promote creative thinking, critical thinking, and critical consciousness within and beyond the classroom
- Create curriculum, instruction, materials and assessments that are universally designed and accessible to support the intellectual, social and personal development of all students
- Use multiple forms of assessment to measure and evaluate impact on student learning, achievement and progress, and to inform instruction

Create democratic learning communities that are engaging, caring, respectful, and inclusive:

- Model attitudes, values and behaviors that promote democratic practice and participation in the classroom
- Create supportive and empathetic learning environments that are safe spaces conducive to learning
- Facilitate learning through effective, shared classroom management

Embrace leadership roles to create collaborative partnerships with school colleagues, families, and agencies in the community to support students' learning and well-being:

- Join with other school professionals to plan and implement strategies that meet the needs of all learners
- Consistently communicate and work with families to establish shared expectations for students and to engage families in the school community
- Seek and use resources available through community and local institutions to actively build partnerships that enhance instruction and learning

Demonstrate dispositions critical to the teaching profession:

- Believe that all children can learn and should have equitable access to knowledge
- Are reflective practitioners who remain active in the profession, and continually inquire into the nature of teaching and learning to improve their teaching practice
- Advocate for students and for educational policies that support best practice
- Demonstrate integrity, honesty and understanding of professional ethics, roles and responsibilities
- Demonstrate passion for teaching, lifelong learning, and commitment to the mentoring of future teachers

Overview of the Clinical Year

The clinical year is a critical component of teacher education. Teacher interns often describe this culminating experience as being the most influential and important part of their preparation for entering the profession of teaching. Cooperating teachers and university mentors often describe being reinvigorated in their work and finding satisfaction in helping to prepare new educators. The Department of Teaching and Learning and the Office of Clinical Internships enthusiastically welcome Montclair State teacher interns to this exciting point in their careers. We sincerely thank and appreciate the educators and schools that work with us to cultivate the next generation of teachers.

This guidebook provides information and resources to guide interns and their team of professionals through the goals, expectations, and responsibilities over the clinical year. Please note this is a beta version of the guidebook and clarity and errors will be improved as we learn by using it. Your feedback is welcome.

Learning to be a teacher entails gaining mastery of a number of distinct areas of practice that are guided by Montclair State University's core vision of teaching described in the *Portrait of a Teacher* (p. 2). Prior to the clinical year, teacher interns have been interviewed, formally admitted to our teacher education program, and have successfully progressed in a course of study dedicated to teacher preparation. Montclair State emphasizes teachers' development of dispositions and skills that enable an approach to practice characterized by cultural competence and inclusivity. The program's view of curriculum, strategies, and assessment is shaped by a critical lens attuned to the experiences of communities that have been historically marginalized in schools and American society and to the social, cultural, and economic conditions that have shaped such experiences. We therefore expect our teachers to use high quality teaching methods in their subject disciplines and to create and sustain critically multicultural, anti-racist, and anti-ableist practices that honor and cultivate the varied assets that young people and families bring to schools and which characterize the diverse American society.

The aim of the clinical year is for teacher interns to be immersed in the profession of teaching while being actively, attentively, and responsively supported to learn by a team of experienced educators. The clinical year enables interns to learn through experience in an apprenticeship model. Apprenticing means that the teacher intern engages in **careful observation** of school and learning environments, **purposeful discussion** about learners, learning, and teaching, **collaborative planning and teaching**, **critical reflection** on understandings about learners, learning, and teaching, **guided practice**, and **independent teaching** with constructive pre- and post-teaching **feedback**.



The most important ingredient for a successful and fulfilling experience for all parties throughout the clinical year is open, candid, and ongoing **communication** about expectations and performance in roles, responsibilities, and relationships.

The Clinical Year Schedule

The schedule throughout the entire clinical year is a rigorous, full-time commitment to practice and study. The clinical year includes courses, seminars, the school-based internship, and preparation for teaching and assisting. Preparing for teaching requires ample time outside of the school day for gathering, preparing, and reviewing materials and lessons, and assessing student work.

Semester One

- **Clinical Practice I:** 2 full school days per week, chosen by intern and cooperating teacher. Professional development days, family-teacher conferences, and “back to school” events are additional internship components to keep in mind and plan to attend.
- **Seminar in Inclusive Pedagogy:** 2.5 hours/week
- **Subject-specific teaching methods course:** 2.5 hours/week
- **Additional university courses:** where applicable

Semester Two

- **Clinical Practice II:** 5 full school days per week, according to district calendar and the daily schedule of the cooperating teacher(s).
- **Advanced Seminar in Inclusive Pedagogy:** 2.5 hours/week

Mentorship and Support

The concept of an apprenticeship model for the clinical year is designed to ensure that teacher interns are surrounded by mentors and supporters who facilitate, guide, and assess the teacher interns’ development of practice. Interns are provided with a formal network of mentorship and support and may also seek out additional mentoring relationships at the school and university.



Mentorship

Cooperating Teacher (all year)

One or more cooperating teachers serve as models of teaching, collaboratively plan and teach, and provide substantive, ongoing, constructive feedback to facilitate the intern’s opportunity to learn and grow through experience. Cooperating teachers provide both informal and formal feedback.

- During Clinical Practice I, cooperating teachers provide 1 midpoint and 1 endpoint formal evaluation.
- During Clinical Practice II, cooperating teachers conduct 4 formal observations of teaching and provide 4 corresponding progress reports, and 1 endpoint summary evaluation.

Some interns are provided two placements and/or multiple cooperating teachers.

- Two placements are often provided for interns in certification areas that range the P-12 spectrum to enable experience with students of varied ages.
- Two cooperating teachers are often provided for interns who are seeking dual certification in a subject area and in teaching students with disabilities.

Seminar Instructor (all year)

The seminar instructor facilitates a weekly class session with a group of teacher interns and organizes and assesses assignments to support and sharpen interns' learning during the internship experience. The seminar instructor is a source of guidance and support for interns, cooperating teachers, and university mentors.

Clinical Practice I Instructor (1st semester)

The instructor of Clinical Practice I visits the intern at the school site and supports both the cooperating teacher and the intern during the first half of the clinical year to develop meaningful practices for working in apprenticeship. The Clinical Practice I instructor conducts 1 formal observation of the intern's teaching.

University Mentors (Clinical Practice II - 2nd semester)

During Clinical Practice II interns are assigned one or two university mentors. Mentors conduct observations of the intern's teaching, facilitate and conduct pre- and post-discussions on planning and teaching, provide a progress report for each observation of teaching, and complete an endpoint summary evaluation. Mentor visits are scheduled in advance and occur about 6 times at evenly spaced intervals. Mentors should be in contact with seminar instructors and are a source of guidance and support for interns and cooperating teachers.

Support

Teacher interns, cooperating teachers, and university mentors have access to an array of support personnel. It is often the case that questions and concerns are first addressed to the seminar instructor and supervisor or mentor because they are most in contact with interns and cooperating teachers. Questions and concerns may also be directed to Office of Clinical Internships in the Center of Pedagogy.

Office of Clinical Internships

Phone: 973-655-4262

Email: clinicalinternships@montclair.edu

University Hall, Suite 1180



Program Specialist, Office of Clinical Internships

Addresses and coordinates responses to questions and concerns related to clinical internship placements and university mentor assignments.

Program Associate, Office of Clinical Internships

Supports access to online evaluation system, cooperating teacher honoraria, and travel reimbursement for university mentors.

Director, Office of Clinical Internships

Supports all aspects of clinical internships; certification information resource.

Department of Teaching and Learning

Phone: 973-655-5407

University Hall, Suite 3163

**Graduate Program Coordinator, Department of Teaching and Learning**

Addresses questions and concerns related to program progress, expectations, and requirements

Partner School Liaison, Department of Teaching and Learning

Coordinates partner school seminar locations and placement activity for partnership schools.

Chairperson, Department of Teaching and Learning

Addresses questions and concerns related to university faculty and staff.

Program Associate, Department of Teaching and Learning

Processes payment for university mentors after initial appointment.

edTPA Coordinator, Montclair State University

Phone: 973-655-3271

Provides teacher interns with materials, resources, and support for completing edTPA, managed through a Canvas site. Addresses questions about edTPA that are not able to be resolved with the teacher intern.

Disability Resource Center, Montclair State University

Phone: 973-655-5431

Fax: 973-655-5308

Teacher interns are encouraged to contact Montclair State's Disability Resource Center for support and guidance on securing reasonable accommodations, taking into consideration that a professional work site is a different context than the university. Because coordinating and extending accommodations to an internship site can take time, it is strongly recommended that interns initiate discussion about accommodations and disability-related needs with the Office of Clinical Internships and/or the graduate program coordinator as early as possible when preparing for the clinical year.

Expectations for Internship Activity

Schedule and Attendance

An aim of the clinical year is for teacher interns to become acclimated to a school environment with the lens and perspective of a professional. There is a rhythm to the life of schools and classes. Being part of the beginnings, middles, and ends of school days and the school year provides the fullest opportunity to establish an identity as an educational professional early in the year and to gain understanding of how time and place shapes teaching and learning. Establishing a schedule and being punctual and reliable is necessary for interns, cooperating teachers, and university mentors to function effectively as a team.

Clinical Practice I

Interns should be at the school 2 full school days per week during the first semester. They should be actively participating in co-planning, co-teaching, and assisting students, which includes potentially communicating and collaborating to prepare for teaching at times that they are not physically at the school. Interns are encouraged to observe other teachers and school activity during their usual days at the school. Interns may be absent up to 3 days without the need for makeup days, which *includes* school closings/holidays that occur on the regularly scheduled days. Using this schedule, most interns will be at the school site between 175- 200 hours. Interns will maintain an attendance log that will be verified by the cooperating teacher each day throughout Clinical Practice I.

Clinical Practice II

Interns should attend the school 5 school days per week during the second, full-time semester. Interns are encouraged to observe other teachers and school activity during their usual days at the school. Interns may be absent due to illness and emergencies up to 5 days without the need for makeup days. Interns may also be absent for participation in university-recommended activities without the need for make-up days.

During both Clinical Practice I and II, teacher interns must notify the cooperating teacher of absence as early as possible, provide lesson plans for classes they had intended to lead, and report all absences to the university's online reporting system.

Planning and Teaching in a Clinical Practice Apprenticeship Model

The clinical year is designed as something of an inclined plane, during which the amount of lead-teaching responsibility increases over time for interns. Teacher interns and cooperating teachers—along with university mentors—should plan together and map out increasing responsibilities for planning, teaching, and assessing as the year progresses. Each teaching team, class/curriculum schedule, and teacher intern is different. Therefore, decisions about introducing and expanding responsibilities for planning and teaching should be made according to best professional judgement, on

a case-by-case basis.

Apprenticeship model

Decisions about increasing responsibilities of teacher interns for planning and leading instruction should be made with careful consideration of what is likely to enable success and constitute productive activity toward learning and growing for both teacher interns and their P-12 students. Increasing independence and expanding responsibilities should build on success, provide challenges, and create opportunities to deepen and diversify practice, but should not be overwhelming. Communication is the key to establishing a healthy and productive balance of responsibilities for each intern and cooperating teacher team. Communicating about teaching to make thinking and action in teaching explicit and visible is essential to an apprenticeship model that nurtures reflective practice in teaching. **An Overview of 6 Mentoring Practices** and a visual graphic describing **Reflective Teaching** can be found on pp. 26-27.



The internship is intended to be a supported experience designed for deepening the craft of teaching, and it is not intended to be a “sink or swim” or “trial by fire” situation.

Collaborative planning and collaborative teaching

Co-teaching models are an appropriate way for teacher interns to increase their level of involvement as the clinical year progresses. Collaborative planning, collaborative teaching, and sharing or swapping instructional roles within lessons allow teacher interns to learn through guided and scaffolded practice. Collaborative planning means working together to develop a plan of instruction- the intern and cooperating teacher both participate in drafting, providing feedback to each other, revising, and preparing for the co-planned lesson. Collaborative teaching means using an intentional model of teaching that is organized prior to instruction and is purposefully used to benefit P-12 student learning (see p. 28-29 for common **co-teaching models** and **25 questions** to start-up a co-teaching relationship).

Lesson Plans

Teacher interns should use a shareable online folder with all lesson plans throughout the clinical year. All co-planned and independently created lesson plans should be regularly maintained and uploaded/shared throughout the clinical year. In addition, clear expectations should be set between the cooperating teacher and intern regarding when lesson plans should be shared for review and feedback in advance of teaching that lesson. Lesson plans created on a daily basis may conform to the practices of the school and cooperating teacher. No specific form is required. Lesson plans for a formal observation of teaching should follow the **lesson plan templates** provided on p. 33-36 of this guidebook.

Timeline of Intern Activity

Decisions about responsibilities for planning and teaching are best made on an individual basis in accordance with the best judgement of the mentoring team. The following timeline provides a starting point for the team to consider as a guideline, though variation between interns' activity is acceptable and expected.

Clinical Practice I begins: 2 days per week	
<p>Weeks 1-2: Setting up and Becoming Oriented Orient to the school faculty, staff, and building. Build understanding of the community and its resources, curriculum and materials. Set up routines to check-in and debrief with cooperating teacher.</p> <p>Weeks 3-4: Focus on Students and Learning Environments Select 1-2 classes on which to focus: become expert in class routines, organization, social norms, and workflow. Co-plan and assist students, facilitate small-group instruction, analyze student learning through multiple forms of assessment. Assist in most other classes and participate in duties performed by the cooperating teacher during regular school hours. Visit other classes in the school.</p> <p>Weeks 5-6: Focus on Planning, Teaching, and Reflecting on Experiences Co-plan and co-teach or lead instruction in 1 class regularly - Be sure to debrief and make time for constructive feedback. Assist in most classes and participate in all duties. Visit other classes in the school. The Clinical Practice I instructor should have visited interns at the school informally at least once.</p> <p>Weeks 7-8: Focus on Planning, Teaching, and Self-Assessment Co-plan and co-teach or lead instruction in 1 class regularly. Assist in most classes and participate in duties. Visit other classes in the school. Schedule a time to discuss the midpoint assessment and create goals to guide activity in future weeks. Clinical I instructors may facilitate/participate in discussions if requested. It is a good time to review the clinical year assessment rubric together. Split placement? Plan your exit.</p>	
One Placement Continue	Split Placement Begin 2nd Placement
<p>Weeks 9-10: Work toward Goals in Planning, Teaching, and Reflecting on Experiences Continue to co-plan/plan and co-teach or lead instruction in 1 class regularly. Take action toward your goals. Select an additional class on which to focus:</p>	<p>Week 9: Setting up and Becoming Oriented Orient to the school faculty, staff, and building. Build understanding of the community and its resources, curriculum and materials. Set up routines to check-in and debrief with cooperating teacher.</p>

become expert in those class routines, organization, social norms, and workflow. Co-plan and assist students and facilitate small-group instruction in the additional class. Assist in all classes and participate in duties.

Look ahead to plan a date with the Clinical I Instructor to schedule a formal observation of co-teaching or lead teaching.

Weeks 11-14: Focus on Planning, Teaching, and Reflecting on Experiences

Co-plan and co-teach or lead/share instruction in 1-2 classes regularly. Be sure to debrief and make time for constructive feedback on informal observations. Be sure to review and check in on goals set at the midpoint. Assist in all classes and participate in duties.

Week 15: Discuss Progress Toward Midpoint Goals and Endpoint Evaluation

Schedule a time to discuss and reflect on progress toward midpoint goals and the endpoint evaluation. Clinical I instructors may facilitate/participate in discussions if requested. Review and complete the **edTPA contract** (p. 37).

Please note: Interns may continue at the school site beyond the university semester (following the school site calendar) if continuity is preferred, possible, and agreeable to all. Such time is personal and is not a course/program requirement.

Week 10: Focus on Students and Learning Environments

Select 1-2 classes on which to focus; become expert in class routines, organization, social norms, and work flow; co-plan and assist students; facilitate small-group instruction; Assist in all other classes; Be sure to debrief and make time for constructive feedback. It is a good time to review the clinical year assessment rubric together.

Plan a date with your Clinical I Instructor to schedule a formal observation of co-teaching/lead teaching.

Weeks 11-14: Focus on Planning, Teaching, and Reflecting on Experiences

Co-plan and co-teach or lead/share instruction in 1 class regularly. Be sure to debrief and make time for constructive feedback on informal observations. Assist in all classes and participate in duties.

Week 15: Discuss Endpoint Evaluation

Schedule a time to discuss and reflect on the endpoint evaluation. Clinical I instructors may facilitate/participate in discussions if requested. Review and complete the **edTPA contract** (p. 37).

Please note: Interns may continue at the school site beyond the university semester (following the school site calendar) if continuity is preferred, possible, and agreeable to all. Such time is personal and is not a course/program requirement.

Clinical Practice II begins: Full-time	
<p>Weeks 1-2 Co-plan and Co-teach or lead/share instruction in 2 classes regularly; Assist in all classes. Be sure to debrief and make time for constructive feedback on informal and formal observations. Complete and sign the edTPA contract (p. 37-38) and distribute the edTPA permission form (example p. 39-40) to parents/guardians. If this is a new class/school, please allow 1 week for setting up and becoming oriented.</p> <p>Intern should contact and meet the university mentor(s); Set up a plan and schedule for mentoring and formal observations and progress reports of teaching. A formal observation should be scheduled every other week (alternating between cooperating teacher (4) and mentor(s) (6)).</p>	
<p>Weeks 3-9 Increase independence in planning and leading instruction in 2-3 classes, with ongoing guidance and feedback. Be sure to debrief and make time for constructive feedback on informal and formal observations. Assist in all classes. Prepare and conduct edTPA lessons. Review formal observations and progress reports. The mentor, cooperating teacher, and intern should be communicating about progress and goals, as guided by the clinical practice assessment rubric.</p>	
One Placement Continue	Split Placement: Begin 2 nd Placement
<p>Weeks 10-18 <u>Expand planning and leading instruction</u>, with ongoing guidance and feedback. Building on success, select additional classes to co-plan and co-teach. Assist in all classes. Visit other classes in the school.</p> <p>Interns may lead planning and instruction in as many classes as comfortable, but should not be responsible for preparing for more than 3 different courses of study.</p> <p>Week 19 Prepare for the end of clinical practice; Visit other classes in the school. Schedule a time to discuss and reflect on the Summary Evaluation. A mentor may facilitate/participate in discussions if requested.</p>	<p>Weeks 10-11 Orient or re-orient to the environment. Co-plan and assist students; facilitate small-group instruction; Assist in all classes. Review the clinical practice assessment rubric together.</p> <p>Weeks 12-14 Co-plan and Co-teach or lead instruction in 2 classes regularly; Assist in all classes. The mentor, cooperating teacher, and intern should be communicating about progress and goals, as guided by the clinical practice assessment rubric.</p> <p>Weeks 15-18 Increase independence in planning and leading instruction in 2 classes, with ongoing guidance and feedback. Assist in all classes.</p> <p>Week 19 Prepare for the end of clinical practice; Visit other classes in the school. Schedule a time to discuss and reflect on the Summary Evaluation. A mentor may facilitate/participate in discussions if requested.</p>

Seminar Assignments

Teacher Interns complete a variety of assignments that help them develop and perform the dispositions, knowledge, and actions expected of teachers. This is a brief overview of some of the assignments that interns may be asked to complete in the school. Full assignment details will be provided by the seminar instructor to the intern.

Clinical Practice I

- **Planning, Instruction, and Assessment for Learning Assignment (“edTPA Lite”)**

Teacher Interns plan a lesson to teach/co-teach and analyze student learning based on assessment evidence gathered during the lesson.

- **Case Study of a Student**

Teacher Interns observe, communicate with, and gather information about a student in order to gain complex understanding of an individual.

- **Becoming an Insider Interviews & Scavenger Hunt**

Teacher Interns meet people and seek information through interviews that are helpful to learning about the school environment.

- **Journal Entries and Reflections (Clinical Practice I & II)**

Teacher Interns observe, take notes, and write critical reflection journals that encourage them to describe experiences and reflect on teaching and learning in order to identify responses and actions that develop and deepen practice.

Clinical Practice II

- **Visiting, Observing, Rounds, and Consultation Activities**

Interns participate in a range of activities to learn about a variety of school-based practices. They may visit other teachers, specialists, and observe aspects of Intervention and Referral Services (I & RS) and special education.

- **edTPA**

A performance-based assessment using a standardized format required for teacher certification in NJ. Teacher interns plan and teach a lesson that is video recorded. Student work is gathered. The intern writes narratives on the planning, teaching, and analysis of student learning occurring in the video. The components are submitted and scored external to the university and school.

Observations of Teaching

Observations of teaching are designed to provide a specific forum to reflect on practice and promote growth in teaching. Teacher interns observe their cooperating teacher(s) and may visit other teachers in the school. When they teach, teacher interns are observed by their cooperating teacher(s) and mentor(s). The purpose of observations—both in the role of observer and in the role of the person being observed—is first and foremost to guide and support interns to develop their teaching practice.

Visits and observations of cooperating teachers and other teachers ideally include:

1. Providing lesson plan to the observer.
2. The observer takes notes/gathers sample materials during teaching
3. Post-lesson debrief to ask questions and offer feedback, if desired by the teacher

Informal observations of an intern's teaching include:

1. Pre-brief between the observer(s) and the person being observed that includes review of lesson plans and discussion of goals
2. The observer takes notes/gathers sample materials during teaching
3. Post-lesson debrief to engage in discussion to arrive at shared understanding of instructional decision-making and actions and discuss aims for the next lesson based on assessment and evidence of student learning

Formal observations of an intern's teaching include:

1. Pre-brief conference between that includes review of and feedback on lesson plans and typically occurs within the 2 days preceding the observation.
2. The observer takes notes/gathers sample materials during teaching
3. Debrief conference to provide a context for reflection, self-assessment, and assessment of teaching effectiveness should occur no later than 1 day from the observation. The aim is to guide continual growth for the intern and set specific aims for development of practice.
4. Written reflection on the debrief conference and/or self-assessment may be completed by the intern and reviewed by the cooperating teacher and/or mentor
5. A progress report is submitted by the observer (cooperating teacher or mentor) to the online system within 3 business days of the observation of teaching.

Tips for Visits and Observations of Teaching

Taking Notes

Taking notes is highly recommended for visits and observations. Having a record of specific and descriptive details is most helpful to illustrate feedback and guide reflection on specific aspects of practice. A template for a **double entry observation** is provided on p. 31, which may be used by any observer of teaching—intern, cooperating teacher, or mentor.

Explicitly Describing and Discussing Planning, Teaching, and Student Learning is the most important component to growing in practice throughout the internship. Making

thinking explicit about purposes and decision-making for teaching and learning supports development and deepening of reflective and responsive practices.

Pre-Brief and Debrief Questions to Use for Visits and Observations

The suggested questions and activities listed below can help to start off and guide discussion about teaching. The questions may be used by any observer when pre-briefing or debriefing about a visit, informal, or formal observation. Both master teachers and novice teachers learn and grow from ongoing reflection on teaching practice.

Suggested Questions for Pre-Brief Discussions

- What are your goals as a teacher (What skills are you working on?)
- What do you know about the students with whom you will be working as learners and as people? What are your goals for the group and for individuals? What will each or all gain from this lesson/experience?
 - How does this lesson fit into the context of the current unit?
 - What aspects of the lesson and class routines will help create and set up a productive learning environment?
 - Why did you choose this approach to instruction? This objective? How did you come up with the idea for today's activities?
 - In what ways does this lesson reflect relevance and responsiveness to the particular community context and/or to individual students' prior knowledge, talents, assets, and interests?
 - What universal design or differentiated instruction strategies have you included to ensure that there are varied ways for students to engage with content and progress toward learning goals during the class?
- What challenges, if any, do you anticipate?
- Is there anything in particular you would like me to focus on during my observation?

Suggested Questions for Debrief Discussions

- How did you feel the lesson went?
- What did you learn or gain from teaching this lesson? (About teaching? About student learning? About planning and preparation?)
 - What are examples of ways that you know what or how your students learned in terms of your stated lesson objectives?
 - What are examples of student learning that extended beyond or was different from your stated lesson objectives?
 - How does this fit into your larger goals/where you want your students to be with learning and how you imagine your learning environment?

- What are examples of ways you in which you acted responsively to learners?
 - What strategies for differentiating instruction and ensuring varied ways for students to engage and learn during the lesson would you continue or change?
 - What actions and preparation will you take to continue or expand the relevance and responsiveness to the particular cultural community and/or students' prior knowledge, strengths, and interests?
 - How might you engage your students in evaluation of the lesson and their own learning?
- What will you change in a follow-up lesson? What would you do again? Why?

Schedule of Observation of Teacher Interns

Clinical Practice I semester:

- The **intern** and **cooperating teacher** should be regularly inviting pre-brief and debrief discussions surrounding observations of the cooperating teacher modeling teaching.
- The **cooperating teacher(s)** should provide informal observations of the intern's teaching on an ongoing basis. 3-5 informal observations are typical.
- The **Clinical Practice I instructor** should provide 1 formal observation of teaching and complete 1 progress report, which they discuss and give to the intern.
- **Interns** should be given opportunities to visit and observe other teachers

Clinical Practice II semester:

- The **intern** and **cooperating teacher** should be regularly inviting pre-brief and debrief discussions surrounding observations of the cooperating teacher modeling teaching.
- The **cooperating teacher(s)** should provide feedback/informal observations of teaching on an ongoing basis.
- Ten (10) formal observations of the intern's teaching should be evenly spaced at about every other week throughout the Clinical Practice II semester. A schedule should be set up in the first weeks of the semester to establish the order and timing of cooperating teacher and university mentor observations.
 - The **cooperating teacher(s)** should provide a total of **four** formal observations of the intern's teaching. Interns with split placements should have two from each teacher.
 - The **university mentor(s)** should provide a total of **six** formal observations of the intern's teaching. Interns with two mentors should have three from each mentor.
- **Interns** should be given opportunities to visit and observe other teachers

Guidance on Formal Observations of Teacher Interns

Co-teaching and lead teaching are both acceptable roles for the intern to take in observations of teaching. Co-teaching means that the lesson planning, preparation, and instructional roles are mapped out as an intentional practice of collaboration for the benefit of P-12 student learning. The co-teachers should be able to describe the model and purpose of co-teaching that is being used.

Lesson plans created on a daily basis may conform to the practices of the school and preferences of the cooperating teacher. Lesson plans for a formal observation of teaching should include the components of the appropriate **lesson plan templates** provided on p. 33-36 of this guidebook or another comprehensive lesson plan in another format approved by the university mentor(s). Lesson plans for a formal observation should be provided to the observer in advance of the observation, on a schedule and format to be arranged between the intern and the observer.



A guide for feedback is a rule of 3: Describe 3 points of **strengths** of the lesson; describe 3 examples of **specific description/evidence** that characterize key components of the lesson, and describe 3 **action steps** to take and return to in the next observation of teaching.

Post-Observation Meeting Reflection

It is useful for teacher interns to complete a written post-observation meeting reflection. This can provide an opportunity to clarify and generate further questions to ensure understanding of feedback and planned steps for growth and action. Here are some recommended prompts:

- What were the main points of the feedback?
- How will you prepare to address this feedback in your teaching practices?
- What new goals do you have for your teaching?

Assessment and Evaluation of Clinical Practice

Montclair State formally tracks the performance of teacher interns using an assessment rubric comprised of 27 items in 4 categories: I) planning for student learning, II) teaching for student learning, III) professional and ethical practice, and IV) reflection and critical thinking. The clinical practice assessment rubric provides descriptions and criteria for each of the 27 aspects of teaching performance. The full or abridged rubric is used for each point of assessment and evaluation over the course of the clinical year. Please see pp. 43-47 to view the **Clinical Practice Assessment Rubric**.

Montclair State uses an **online system** for submitting assessments, progress reports, and evaluations. Details about accessing the online tools will be sent to interns, cooperating teachers, and mentors through email throughout the clinical year. Cooperating teachers and mentors enter assessments by clicking a description for each of the 27 aspects of teaching and typing in narrative comments.

Overview of Areas Assessed During Clinical Practice

I. Planning for Student Learning

1. Demonstrates understanding of concepts and principles of the discipline.
2. Plans teaching methods and strategies appropriate to the discipline.
3. Aligns learning objectives, standards and assessments.
4. Plans instruction that incorporates knowledge of students' personal and cultural backgrounds to provide meaningful learning opportunities.
5. Plans developmentally appropriate instruction that is inclusive of all students' learning needs.
6. Incorporates a variety of teaching strategies grounded in theory to engage students in meaningful and challenging learning.
7. Crafts lesson(s) that provides opportunities for students to connect the content to their own lives, local and/or global contexts.
8. Plans lesson(s) that foster students' creative and critical thinking related to instructional content.
9. Plans lesson(s) that foster self-regulated learning.
10. Designs lesson(s) that include assessments that appropriately monitor and assess student learning and progress.
11. Plans appropriate systems and operational strategies to support instruction.

II. Teaching for Student Learning

12. Implements instruction that incorporates knowledge of students' personal and cultural backgrounds to provide meaningful learning opportunities.
13. Implements inclusive, developmentally-appropriate instruction that builds on evidence of students' prior knowledge.
14. Implements lesson(s) that include assessments that appropriately monitor and assess student learning and progress.

15. Implements lesson(s) that promote students to connect content knowledge to their own lives, local and/or global contexts.
16. Enacts inclusive instruction that supports meaningful and challenging learning for all students.
17. Models and supports the use of academic language related to instructional content.
18. Implements lesson(s) that foster creative and critical thinking related to instructional content.
19. Models and promotes thoughtful use of digital tools, content, or social networks to improve learning and engagement.
20. Communicates clearly and effectively to improve learning.
21. Facilitates appropriate systems and operational strategies to support instruction.

III. Professional and Ethical Practice

22. Writes professionally.
23. Creates and maintains supportive and empathetic learning environments that are conducive to learning.
24. Collaborates with stakeholders (cooperating teachers, university supervisors, colleagues, professionals, or families).
25. Demonstrates integrity, honesty, and an understanding of professional ethics
26. Demonstrates professional roles and responsibilities.

IV. Reflection and Critical Thinking

27. Is an emerging reflective practitioner who articulates the ability to use evidence and feedback to improve practice and learning for all students.

Assessment and Evaluation Checkpoints

Teacher interns at Montclair State are expected to take a high level of responsibility for their learning. They should: demonstrate evidence of preparation for assisting and leading teaching; listen and ask questions during discussions to demonstrate their openness to learning and effort to understand feedback; and show that they are responsive to feedback by making ongoing efforts to grow and expand their teaching practice in accordance with feedback. Interns, cooperating teachers, university mentors, and/or course instructors may contact the university if there is a concern about any aspect of the internship or environment. The university prefers to be informed about concerns as early as possible to assist in addressing the situation.



There is no need to wait for a formal assessment point to ask for assistance or guidance.

Clinical Practice I Formal Assessment Checkpoints

- **Midpoint assessment** (1-2: cooperating teacher(s), submitted through online survey) (see **Midpoint Assessment Sample** on p. 41-42)
- **Endpoint evaluation** using the MSU clinical practice assessment rubric (1-2: cooperating teacher(s), entered in online system)
- **Formal observation & progress report** using the MSU clinical practice assessment rubric (1: Clinical Practice I instructor, provided to intern)
- **Self-assessment** (1: teacher intern, submitted to the course instructor(s))
- **Attendance:** A log of attendance will be maintained by the intern, signed by the cooperating teacher, and submitted to the Clinical Practice I instructor. The teacher intern must notify the cooperating teacher as soon as a need for an absence is known and will report the absence to MSU's online reporting system within 24 hours of the absence. See **Attendance Log** on p. 30

The grade for Clinical Practice I is assigned by the Clinical Practice I course instructor, in consultation with the seminar instructor.

Clinical Practice II Formal Assessment Checkpoints

- **Progress reports** of formal observations of teaching using the **MSU clinical practice assessment rubric** (10: 4 from cooperating teacher(s) + 6 from mentor(s))
- **Summary Evaluation of Clinical Practice II** using the MSU clinical practice assessment rubric (2-4: cooperating teacher(s) + mentor(s))
- **Cooperating teacher's letter grade** (1-2: cooperating teacher(s) assign a letter grade to characterize the intern's endpoint performance)
- **Attendance:** The teacher intern must notify the cooperating teacher as soon as a need for an absence is known and will report the absence to MSU's online reporting system within 24 hours of the absence.

There are 10 formal observations of the intern's teaching during Clinical Practice II. Four (4) are completed by the cooperating teacher and six (6) are conducted by the mentor(s). Each formal observation includes a pre-observation consultation to review and discuss the lesson plan, observation of an entire instructional period (no less than 45 minutes), a post-observation feedback discussion, and a **progress report** using the MSU clinical practice assessment rubric submitted to the online system.

The **Summary Evaluation of Clinical Practice II** uses the same rating system as the progress reports and is a summary or cumulative evaluation of the intern's performance at the end of the clinical year. A summary evaluation is submitted by the cooperating teacher(s) and the mentor(s). The grade for Clinical Practice II is assigned by the Clinical Practice II university instructor based on the cooperating teacher(s) recommendation, review of the progress reports, and summary evaluation, in consultation with the seminar instructor.

Using the MSU Clinical Practice Assessment rubric

The MSU clinical practice assessment rubric is used to complete self-assessments, the Clinical Practice I endpoint evaluation, progress reports for observations of teaching, and the Summary Evaluation of Clinical Practice II. The description options are: highly effective, effective, partially effective, ineffective, and not applicable.

Please consider:

- Teacher interns should not be surprised by midpoint, endpoint, progress reports, or grades they receive (even if they do not necessarily agree). All parties should ensure that debriefing, post-observation conferences, and explicit discussions about assessments and evaluation are occurring regularly.
- The MSU clinical practice assessment rubric is comprehensive and used throughout the entire the clinical practice year. “Not Applicable” (N/A) is available for all aspects of teaching. It is expected that N/A will be indicated for many aspects during Clinical Practice I and that all areas will be addressed and rated as the year progresses.
- It is expected that teacher interns will grow and develop over time. It is not typical that teacher interns will immediately be observed as “effective” in their teaching practice. A lesson characterized as “highly effective” is rarely observed, as these competencies reflect a sophisticated practice of teaching that is not typical of pre-service teachers. Please read the rubric descriptions carefully for each criterion to ensure that the rating matches the descriptor as closely as possible. Please note that it is reasonable that ratings may shift toward more or less effective for any given specific lesson across the year as interns try new methods and teach varied classes.
- Ratings on progress reports are ongoing, performance-based assessments and should not be treated or considered as grades or as equivalent to the university course letter grade. There is no direct one-to-one correlation between the scale on progress reports and the final letter grade that will be assigned for the seminar courses or clinical practice I or II. In other words, rubric ratings of “highly effective” do not equal As in the course grades, “effective” ratings do not equal Bs, and so on.

Cooperating Teacher: Assigning of a Grade

At the end of the Clinical Practice II semester the cooperating teacher assigns a letter grade to characterize the intern's endpoint performance. This letter grade is one of many aspects that will be considered by the instructor of Clinical Practice II when assigning the final grade for the university course. Cooperating teachers should consider the following descriptions when submitting a letter grade.

A through A- range:

The teacher intern consistently demonstrates a quality of planning and teaching practice expected of an effective pre-service teacher. The intern's demonstration of professional and ethical behavior, initiation of and engagement in ongoing professional growth, and effectiveness in taking action based on reflection and feedback about teaching and learning makes the intern a highly desirable candidate for a position as a teacher.

B+, B, or B- range:

The teacher intern demonstrates a quality of planning and teaching practice expected of an effective pre-service teacher more often than not. The intern's demonstration of professional and ethical behavior, initiation of and engagement in ongoing professional growth, and effectiveness in taking action based on reflection and feedback makes the intern a competent candidate for a position as a teacher.

C+, C, or C- range:

The teacher intern sometimes, but not reliably, demonstrates a quality of planning and teaching practice expected of an effective pre-service teacher. The intern's demonstration of professional and ethical behavior, initiation of and engagement in ongoing professional growth, and effectiveness in taking action based on reflection and feedback about teaching and learning makes the intern a minimally qualified candidate for a position as a teacher. An intern with a grade of C may not be permitted to complete the teacher education program, as determined by the university's overall procedures for reviewing student progress. The university will determine whether a student meets minimum criteria for completing the program of study or whether to recommend that the student repeats the clinical internship in a future semester.

F

The teacher intern does not demonstrate a quality of planning and teaching practice expected of an effective pre-service teacher most of the time. The intern's demonstration of poor professional and ethical behavior, lack of initiation or engagement in ongoing professional growth, and/or lack of effectiveness in taking action based on reflection and feedback about teaching and learning indicates that the student is not yet qualified to be a candidate for a position as a teacher. An intern with a
take the clinical internship in a future semester.

Policy and Legal Guidance Regarding Clinical Internships

This section provides a brief overview of a selection of practices and recommendations that relate to State and University policies that guide conduct and protections related to clinical internships. This is not an exhaustive list and additional and specific guidance of the Office of Clinical Internships should be sought regarding questions or concerns on legal, ethical, or intern conduct.

Preferred Name

Montclair State University recognizes that some individuals have a strong preference to use and be known by a name other than their Legal Name for reasons related to their gender identity, cultural background, or for other social or personal reasons. It is the University's policy to permit students and employees to designate, use, and be known within the University community by a Preferred Name, to the extent that doing so is consistent with law and assures the integrity of the University's official records. The University strongly supports teacher interns to use a Preferred Name and self-chosen

School/District Procedures

The teacher intern should review the school's and district's policies or handbooks for employees and teachers. The teacher intern is expected to adhere to school policy and guidelines set forth by the hosting school district and building and by the teachers' contract.

Professional Ethics

The teacher intern has an ethical responsibility to the profession, self, and members of the school community to act with fairness, justice, and with respect for others. It is expected that teacher interns will conduct themselves ethically, upholding the standards of the profession, with regard to professional behavior, regard for the privacy and rights of children, families, and other professionals, and respect for the mores and conventions of the school and community environment. Acting professionally and ethically does not mean being neutral to or ignoring the unethical actions of others, but it does mean being measured and careful in contemplating and taking action. In the event of a teacher strike or other work action, teacher interns are advised by the university not to cross a picket line and to seek advisement from the Office of Clinical Internships.

Teacher Intern Access to Documents about Students

New Jersey state policy does not prohibit teacher interns from viewing individualized education programs (IEP) or Section 504 plans. It is appropriate that a teacher intern is able to view or be provided with information related to goals, assessment, accommodations, modifications, and behavioral intervention plans (BIP) that support their planning and instruction relevant to students with disabilities. It is highly recommended that teacher interns are enabled to observe IEP meetings and process with the permission of the parent/guardian and at the school's discretion.

Reporting of Child Abuse or Substance Abuse

Teacher interns are considered to be a part of school personnel and are therefore responsible for reporting suspected child abuse to the NJ Division of Children Protection and Permanency (DCP&P). If there may be “reasonable cause” to suspect that a child has been abused interns are responsible for reporting it. Teacher interns may suspect that a student is engaged in substance abuse of drugs or alcohol. Interns should notify the cooperating teacher or a school administrator as soon as possible for advice and assistance. Each school and district has its own system for handling suspected child abuse and substance abuse. Any incident of child abuse or substance abuse that an intern reports or suspects must be reported to the Office of Clinical Internships at Montclair State within 24 hours of the occurrence.

Reportable Incidents

Any situation or incident that teacher interns are witness to or directly involved in and that may result in legal action should be reported to the Office of Clinical Internships within 24 hours of the occurrence. Such situations may relate to injury to self or others that requires medical attention immediately or at a later time, assault, harassment, theft, and any situation in which fire or law enforcement officers are involved (immediately or at a later time).

Personal Property and Injury

The University policy on loss of personal property and/or injury during clinical practice regarding coverage is the same for those students enrolled in clinical practice as it is for the campus community: personal property losses and personal injury are not covered under MSU’s insurance policy. Interns may choose to obtain insurance for personal property and/or health insurance that covers personal injuries.

Legal and Disciplinary Protection of the Teacher intern

The teacher intern is protected by New Jersey statutes from prosecution arising from charges of negligence or overt action (as is a licensed, fully employed teacher). It is not appropriate for a teacher intern to be the subject of a disciplinary meeting or action taken by the school without notification to the University. Any situation related to an intern that may require a disciplinary action must be reported to the Office of Clinical Internships at Montclair State within 24 hours.

Termination of a Clinical Internship Prior to the Scheduled Endpoint

Though rare, it is sometimes the case that an internship is changed or terminated before the scheduled endpoint. Changes to the school site or cooperating teacher may occur for a wide variety of reasons. The intern, mentor, course instructor and/or a school representative should inform the Office of Clinical Internships as soon they become aware of an impending change or the need for a change. Similarly, if the university must initiate a change, all parties will be informed. In all cases the university will communicate or confirm any changes directly with the intern, district, school, and cooperating teachers.

Interns may end an internship by informing all parties and then withdrawing from the related courses. In this case, an intern will withdraw from both the seminar course and clinical practice course. Withdrawal may be related to medical or personal leave and is guided by university procedures related to withdrawing from courses, programs, and/or from the university.

The school or university may change or end a teacher's internship for specific or non-specific factors in which the learning environment ceases to be feasible, productive, or collaborative for the teacher intern and cooperating teacher, even with the guidance and support of the university and/or school.

The school or university may also change or end a teacher's internship due to failure of the teacher intern to perform in a satisfactory manner as evaluated by the cooperating teacher, mentor, school administrator, university faculty/staff, and/or Director of the Center of Pedagogy. Reasons may include, but are not limited to: excessive tardiness/absences; failure to improve professional demeanor/behavior in the classroom, school, online, and so on; inappropriate actions/language toward or about students in the classroom; a pattern of unsatisfactory preparation for assisting and teaching; a pattern of unsatisfactory progress in planning and/or teaching performance even with the support of the cooperating teacher(s) and/or university mentor(s); a pattern of poor communication with cooperating teacher, mentor, or others; a pattern of lacking in leadership/initiative to engage in the activities of the internship; poor performance or unsatisfactory progress in the seminar course; and/or insufficient overall progress in the clinical practice site, university courses, and/or teacher education program toward demonstrating dispositions, competencies, or requirements expected of Montclair State teacher interns.

If an intern's placement is ended for any reason or if there is significant disruption in the placement caused by failure *of the intern* to report changes, their progress will be reviewed by the university and they will be advised on the implications for course grades, continuation in the program, and on procedures/permission to repeat the clinical internship courses in a future semester.

References and Resources

Clinical Faculty Membership, MSU Network for Educational Renewal

A course of study, professional engagement opportunities, and access to resources to cultivate and honor excellence and leadership in the teaching profession. Please visit <http://www.msuner.org/>

Montclair
State
University
Network for
Educational
Renewal

CENTER OF PEDAGOGY

WHAT COULD WE BE DOING NOW?

MENTORING TEACHERS: A site devoted to the support of mentors
and teacher candidates during the clinical experience

CHECK OUT THE MENTORING OVERVIEW →

NASCENT Research Group:
Resources on Mentoring Teachers:
<http://mentorteachers.org/>

Co-Teaching with Student Teachers:
Resources from The Curry School of
Education at the University of Virginia;
Introduction to co-teaching model:
<http://faculty.virginia.edu/coteaching/>

Strategies

Despite the growing demand for co-teaching as an inclusive teaching practice, it is often misinterpreted or poorly implemented. There are important strategies and tips necessary for avoiding issues of authority, ownership, and student confusion.

- › Strategies & tips
- › Resolving difficult situations

Observation Videos

What does co-teaching look like? Watch these videos to identify and evaluate co-teaching practices. Be sure to compare your answers to our experts' responses.

- › 5 co-teaching formats
- › Inside successful co-teaching: Communication
- › Inside successful co-teaching: Clarify responsibilities

Academy for Co-Teaching & Collaboration

ts of Co-Teaching
rch and Resources
ng Opportunities
on Questions

Academy for Co-Teaching and Collaboration

St. Cloud State has created, implemented and researched a new approach model. This innovative work was originally undertaken through a U.S. Department of Education Enhancement Partnership Grant for \$5 million awarded in 2003.

What is co-teaching?

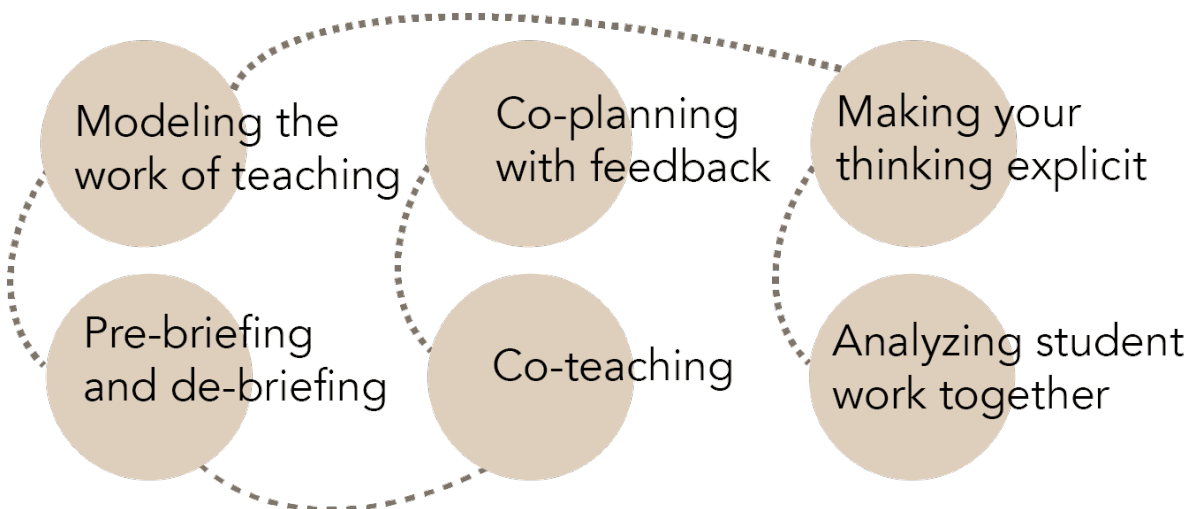
St. Cloud State University Resources
on Co-Teaching and Collaboration:
<https://www.stcloudstate.edu/soe/coteaching/>

References:

Stanulis, R. N., et al. (2018). Mentoring as more than “cheerleading”: Looking at educative mentoring practices through mentors’ eyes. *Journal of Teacher Education*, 1-14.

Double Entry Narrative Observation Form. Adapted from Pedagogical Diversity: Colleagues/Students as Learners and Teachers, The Teaching and Learning Initiative, Bryn Mawr College

An Overview of 6 Mentoring Practices



Make your thinking explicit during pre-briefing (before lesson) and de-briefing (after lesson)

- What are your learning objectives?
- Why *this* activity?
- Who will need special support?
- When were students most engaged and active in learning?
- What did you change in-the-moment or what were teachable moments?

Co-plan and co-teach with feedback

Use a “full” co-teaching model (on next page) or share/alternate responsibilities during a lesson

- Circulate during small group work and press students’ thinking
- Introduce activities
- Run warm-ups
- Lead a summary discussion

Analyze student work together

- Collect artifacts like students’ assignments, written responses to test questions, or exit slip comments about a lesson.
- Talk about what you might look for, about patterns or groupings, and discuss how your instruction might shift as a result of what you see.

Reflective Teaching: A Way to Organize Learning through Experience

Planning

Adjusting assumptions and understandings to make plans in order to take the next action during teaching

Teaching

Action during teaching & learning



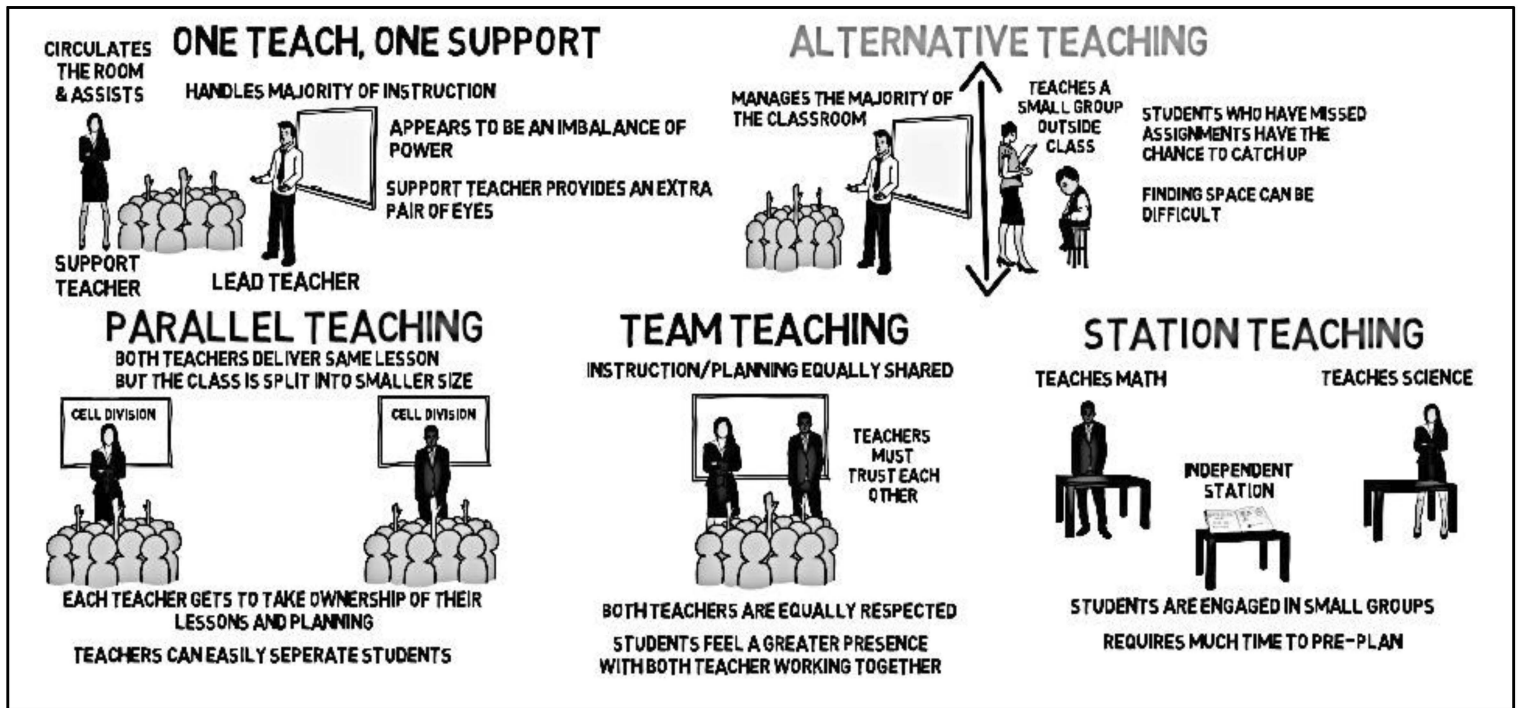
Reflecting

Processing, explaining, making sense, investigating, theorizing

Observing & Documenting

Describing and documenting what is happening/what happened during teaching

Collaborative Teaching: Ways to Organize Instructional Roles



Graphic & Video by Frank Arella

<https://www.youtube.com/watch?v=BDTrcG4NuZ8>

Concepts attributed to Marilyn Friend & Lynne Cook

Friend, M., & Cook, L. (1992). *Interactions: Collaboration skills for school professionals*. White Plains, NY: Longman Publishing Group.

25 Questions

for NEW Co-Teachers to Answer Together

Adapted from *How to Co-Teach*
by Elizabeth Potts & Lori Howard



Conversation-Starter Questions

1. # How did you come to be a teacher? What drew you to this grade or discipline?
2. # What do you think is most important for me to know about you?
3. # What are your interests outside of teaching? What do you do in your spare time?
4. # How long have you been at this school?
5. # Are we comfortable calling each other at home?

Classroom Logistics Questions

6. # How will we arrange our classroom to support our instruction? Will desks be arranged in a row, a circle, or groups? Where will supplies and centers be located?
7. # What will the flow of our class period look like?
8. # What models of co-teaching are we comfortable with right now? Are we comfortable with expanding our horizons and using other models?
9. # What roles will we play in the classroom? How do we coordinate our efforts to help the entire class succeed?
10. # How will we decide on and establish routines and rules in the classroom?
11. # What happens when one of us takes a sick day?

Classroom Management Questions

12. # What will our specific policies be for gum, food, and drink in class?
13. # What will students be expected to have in front of them (e.g., pencil sharpened, paper out, book out, warm-up activity complete) when the bell rings?
14. # How will we manage and monitor behavior?
15. # What will consequences be for inappropriate behavior?
16. # How will we project that we are both classroom leaders?

Communication Questions

17. # What will our regular schedule for detailed planning or discussions be?
18. # How is it best to get last-minute information to each other?
19. # What technology will we use to communicate? Email? Apps? Telephone calls at home?
20. # How will we communicate our policies to the students?
21. # How will we interact with parents? As a team? Separately? As requests come in?
22. # How will we deal with and communicate issues such as students who are not performing well or who need extra help?
23. # How will we avoid students asking one of us a question, then going to the other if they do not like the first answer?
24. # On what kinds of decisions should we always consult each other?
25. # What kinds of things should we each handle independently?



Clinical Practice I Attendance Log

Teacher Interns should be at the school 2 full school days per week (unless otherwise arranged and approved by the seminar instructor). Teacher interns must notify the cooperating teacher of an absence as early as possible and report all absences to the university's online reporting system.

Please complete an entry for each day of attendance at the school site. The signed log should be submitted to the seminar instructor on the day indicated on the syllabus.

Teacher Intern _____ Semester _____

Seminar Instructor _____ Clinical Practice I Instructor _____

Cooperating Teacher 1 _____ Cooperating Teacher 2 _____

[illegible]

My signature indicates that the dates and times are an accurate record of the teacher intern's attendance.

Intern signature & date

Cooperating teacher 1 signature & date

Cooperating teacher 2 signature & date

Double Entry Observation Form

Observer: _____ Date: _____

Lesson Title/Topic _____

Number of Students Present: _____ Number Enrolled: _____

Class Start/End Time: _____

Instructions:

Take detailed notes for yourself with the goal of documenting and making sense of what you see using the format below. The format is designed in two parts: Observation and Reflection.

Observation:

As you are observing the class, write your field notes in the left column – notes that describe the class activity in as much detail as possible, without analyzing, evaluating, or assuming. You might also want to note the time in this column so that you know how much time is spent on what kinds of activities in the class. BE DESCRIPTIVE HERE – NO ANALYSIS, EVALUATION OR ASSUMPTION.

Reflections/Questions:

During and after you observe the class, write in the right column thoughts, reflections, questions, ideas, and suggestions based on what you have observed and written in the left column. What are your thoughts about these observations. Include validating supportive comments as well as suggestions and questions.

Time	Observations	Reflections/Questions

Time	Observations	Reflections/Questions

Lesson #
Grade/Course:

Date of Lesson:
Lesson duration:

Unit:

Topic of Lesson:

Central Focus: *The central focus is an overarching, big idea for student learning. The central focus is a description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.*

Essential Question(s): *An essential question should generate student interest, and ultimately connect to the lesson objectives. (e.g. "Was Abraham Lincoln racist?" or "How does radiation both cause and cure cancer?" are both good essential questions.)*

State/Disciplinary Standards:

Daily Performance Objectives: *Include student outcomes both as Understandings (i.e. "Big Ideas"), as well as unit-driven Knowledge and Skills.*

Prior Knowledge Resources: *List links to previous lessons, student ideas or misconceptions you anticipate, and describe any resources (including cognitive, cultural, experiential, etc.) that students may possibly bring to this lesson.*

Academic Language: *List the vocabulary, language function, syntax and/or discourse that is essential for mastery of this content.*

Students with IEPs/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 (add rows as necessary):

Language Needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design

Students with Other Learning Needs (add rows as necessary):		
Other Learning Needs	Number of Students	Supports, Accommodations, Modifications, and Elements of Universal Design

Materials and Preparation:

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

- *Formative (entails timely feedback to students)*
- *Summative (endpoint, for a grade or other summary judgment)*

Lesson Progression (add rows as necessary): *Instructional strategies and learning tasks (including what you and the students will be doing) that support diverse student needs. Please note all assessments that were described in the previous section.*

Duration:	The teacher will...	The student(s) will...

Montclair State University
Physical Education Lesson Plan

Candidate Name:	Date:
Title of Lesson:	Class Time:
Target Audience/Grade Level:	
Numbers of students in class:	Teaching Location:
Central Focus of the lesson:	
Developmental characteristics of students:	
Description of student(s) who need accommodations:	
Instructional Objectives with link to specific NJSL standard(s): Psychomotor	
<i>Accommodated Objective:</i>	
Cognitive:	
<i>Accommodated Objective:</i>	
Affective:	
<i>Accommodated Objective:</i>	
New Jersey State Learning Standards:	
Instructional Strategies Implemented throughout Lesson:	
Materials, Resources, and Equipment List	
Technology Utilized in Lesson	
Academic Language (list all academic language implemented in lesson and identify where in lesson it is implemented / discussed) Vocabulary: Syntax OR Discourse:	
Citations (must be in APA style)	

Time Allotment	Lesson Plan Segments	Student Formations and Transitions	Accommodations	Assessment:
	Instant Activity/Warm-ups / Attendance:			
	Introduction/Motivation / Anticipatory Set			
	Learning tasks / experiences 1			
	Learning task 2			
	Learning task 3			
	Culminating activity			
	Lesson Closure			

Intern's Name:	Clinical Practice School/District:
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Teacher Intern / Cooperating Teacher edTPA Contract

Dear MSU Cooperating Teachers and Teacher Interns,

This semester, teacher interns will complete the edTPA portfolio as a requirement by the NJDOE for certification. Part of this portfolio includes teacher interns planning and teaching 3-5 lessons that make up a “learning segment” (a set of lessons with one central focus or “big idea”). As defined in the edTPA handbook, the central focus is a “description of the important understandings and core concepts that you want students to develop within the learning segment. The central focus should go beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.” The lessons in the learning segment are to be contiguous. During the learning segment, the teacher intern will collect artifacts, such as video clips and student work.

The teacher intern will decide with his or her cooperating teacher prior to the Task 2/3 workshop what the central focus will be, what the learning objectives and standards will be for each lesson, and exactly when the teacher intern will be teaching the learning segment. The teacher intern should set up a conference with their cooperating teacher to discuss their plans for their learning segment. Upon discussion and agreement, both the teacher intern and cooperating teacher should sign the contract and the teacher intern then must return the signed contract to the edTPA Support Office on or before their Task 2/3 Workshop.

Central Focus:
Lesson 1 Learning Objective: Standard(s):
Lesson 2 Learning Objective: Standard(s):

Lesson 3
Learning Objective:

Standard(s):

Lesson 4
Learning Objective:

Standard(s):

Lesson 5
Learning Objective:

Standard(s):

1. For which class/period will the teacher intern be teaching these lessons? _____

2. When will the teacher intern be teaching these lessons?

Teacher Intern Signature: _____

Cooperating Teacher Signature: _____

Note: Please review this contract at the end of Clinical Practice I to ensure that both intern and cooperating teacher are aware that the edTPA lessons will need to take place early in the Clinical Practice II semester.

MONTCLAIR STATE
UNIVERSITY

Dear Parents/Guardians,

My name is _____ and I am a teacher intern in your child's classroom working with _____ from _____ to _____. I am required to complete an assessment, known as edTPA, to assist in my development and to demonstrate my ability to effectively teach. The New Jersey Department of Education adopted edTPA as a requirement for me to become certified, effective 2017-2018.

The assessment requires me to plan a series of lessons, teach them, and assess student learning. As part of this process I must video record myself and submit a short segment of my instruction, no longer than 20 minutes. The focus of this recording is on me, as the teacher, but during the segment, your child may appear on the recording. Also, I may submit samples of student work as evidence of my teaching practice, and that work may include some of your child's work. No student or school names will appear on any part of my submission.

The video recordings and student work samples will be used solely for purposes of evaluating my instruction and for improving teacher preparation programs and will not be made public in any way. The only people who see the videos and student work will be trained scorers from Stanford University's Center for Assessment, Learning and Equity and the Evaluation Systems group of Pearson, Montclair State University faculty, and your student's teacher. All submitted materials will be deleted upon completion of the assessment scoring cycle. Work done for edTPA will be completed in compliance with all federal laws regarding the privacy of student records, including the Family Educational Rights and Privacy Act (FERPA).

Thank you in advance for your consideration in assisting me in this very important step in my career and completion of this form. If you have any questions about the recording, student work and how it will be used, please contact MSU's edTPA Coordinator, Samantha Romano, at 973-655-3271 or romanos@montclair.edu.

Sincerely,

Teacher Intern

Date: _____

This form continues on the next page and will be used to document your permission.

Please complete and return to your child's teacher on or before: _____

MONTCLAIR STATE
UNIVERSITY

edTPA Video Release Form

Student Name: _____ Student Age: _____

Grade: _____ School: _____

I am the parent/legal guardian of the child named above. I have read and understand the above letter regarding the student teacher assessment (edTPA). Please check one:

_____ I **DO** give permission to include my child's image on video recordings to be used for the purpose of evaluating Montclair State University teacher interns. I understand that my child's last name and any other personally identifiable information will not appear on any of the submitted materials.

_____ I **DO NOT** give permission for my child's image on video recordings to be used for the purpose of evaluating Montclair State University teacher interns.

Parent/Guardian Signature _____

Date: _____

CLINICAL PRACTICE I MIDPOINT ASSESSMENT

(sample form; subject to change)

Cooperating teachers will receive an email with a link to an online system to submit this midpoint assessment. It will contain the items as it appears on this form.

General Questions

- | | | | |
|---|-----|----|--------|
| 1. What are three things the clinical intern is doing well? Please describe in detail. | | | |
| 2. What are three things the clinical intern could be doing better or more of? Please describe in detail. | | | |
| 3. Is your intern at the school regularly, promptly, and as scheduled? | Yes | No | Unsure |
| 4. Is your teacher intern on track to successfully complete semester? | Yes | No | Unsure |
| 5. Have you met and/or communicated with your teacher intern's Clinical Practice I or Seminar instructor this semester? | Yes | No | Unsure |

The teacher intern demonstrates professional practices and behaviors and shows increasing readiness to join the teaching profession. The intern...

- | | | | |
|---|-------|----------|--------|
| 6. shows initiative and motivation in various contexts. | Agree | Disagree | Unsure |
| 7. communicates effectively and appropriately with students during instruction. | Agree | Disagree | Unsure |
| 8. communicates effectively and appropriately with other professionals. | Agree | Disagree | Unsure |
| 9. collaborates effectively and appropriately with other professionals. | Agree | Disagree | Unsure |
| 10. possesses personal qualities that seem to have positive or neutral influence on the teaching and learning environment (e.g., appearance, demeanor, personality, assets related to language, race, gender, and/or cultural experiences, knowledge, or identity). | Agree | Disagree | Unsure |

The teacher intern uses evidence and/or feedback to evaluate the effects of instructional choices and actions on students and others. The intern...

11. seeks feedback, accepts suggestions, and asks questions	Agree	Disagree	Unsure
12. strives to understand constructive criticism	Agree	Disagree	Unsure
13. demonstrates effort to revise, alter, and improve teaching practice based on feedback	Agree	Disagree	Unsure
14. demonstrates effort to revise, alter, and improve teaching practice based on assessment of student learning and engagement			
15. Please share any additional questions and comments.	Agree	Disagree	Unsure

The teacher intern demonstrates attitudes, values, and behaviors that promote positive learning communities in the classroom. The intern...

16. appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.	Agree	Disagree	Unsure
17. understands that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and disability.	Agree	Disagree	Unsure
18. focuses on students' assets instead of deficits.	Agree	Disagree	Unsure
19. shows respect for individual and cultural differences.	Agree	Disagree	Unsure

Additional Comments, questions, and concerns !

20. Please write any additional explanations, descriptions, comments, and concerns about the teacher intern.
21. Please describe areas in which you (the cooperating teacher) feel most and least effective as a mentor and model. Please make suggestions on how the university can assist in supporting your growth as a mentor and/or practitioner.



Clinical Practice Assessment Rubric

(v. 5/1/ 2019)

I. PLANNING FOR STUDENT LEARNING (Note: NA available for all items)				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
1. Demonstrates understanding of concepts and principles of the discipline.	Elements of the planned lesson clearly reflects extensive understanding of pedagogical concepts and principles required for student learning. Candidate is able to provide detailed justifications for almost all decisions related to the lesson(s).	Elements of the planned lesson reflects understanding of pedagogical concepts and principles required for student learning. Candidate is able to justify some decisions related to the lesson(s).	Elements of the planned lesson reflects a familiarity with the pedagogical concepts and principles required for student learning. Candidate is unable to justify decisions related to the lesson(s).	The planned lesson reflects inaccurate understanding of pedagogical concepts and principles required for student learning. Candidate is unable to justify decisions related to the lesson.
2. Plans teaching methods and strategies appropriate to the discipline.	The planned lesson reflects specific and well-established teaching methods and strategies appropriate to the subject being taught.	The planned lesson reflects specific and well-established teaching methods and strategies that are partly appropriate to the subject being taught.	The planned lesson reflects specific and well-established teaching methods and strategies, but it is unclear if these are appropriate for the subject being taught.	The planned lesson reflects nonspecific and/or inappropriate teaching methods and strategies.
3. Aligns learning objectives, standards and assessments.	Learning objectives, standards and planned assessments are developmentally appropriate, and closely aligned to one another to create a cohesive learning experience.	Learning objectives, standards and planned assessments are developmentally appropriate, AND aligned to one another to create a cohesive learning experience.	Learning objectives, standards and planned assessments are either developmentally appropriate OR aligned to one another, but not both.	Learning objectives, standards and planned assessments are neither developmentally appropriate nor aligned to one another, but not both.
4. Plans instruction that incorporates knowledge of students' personal and cultural backgrounds to provide meaningful learning opportunities.	Candidate incorporates strong knowledge of students' identities, life experiences and backgrounds into the planned lesson, making meaningful connections to the learning goals to enhance learning.	Candidate incorporates some knowledge of students' identities, life experiences and backgrounds into the planned lesson, with limited connection to learning goals.	Candidate attempts to incorporate knowledge of students' identities, life experiences and backgrounds into the lesson, but the connections to the learning objectives are unclear.	Candidate fails to incorporate knowledge of students' identities, life experiences or backgrounds into the planned lesson OR represents a deficit view of their backgrounds.
5. Plans developmentally appropriate instruction that is inclusive of all students' learning needs.	Candidates' planned lesson is appropriate and takes into account individual learner needs and strengths.	Candidate's planned lesson is appropriate and aligns with most student learning needs.	Candidate's planned lesson is acceptable and minimally aligns with students' learning needs.	Candidate's planned lesson is inappropriate to student learning needs.

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
6. Incorporates a variety of teaching strategies grounded in theory to engage students in meaningful and challenging learning.	Candidate's planned lesson incorporates a variety of teaching strategies grounded in theory to engage ALL students in meaningful and intellectually challenging learning.	Candidate's planned lesson incorporates a variety of teaching strategies grounded in theory to engage MOST students in meaningful and intellectually challenging learning.	Candidate's planned lesson incorporates a variety of teaching strategies grounded in theory, but it is unclear if they could engage students in meaningful and intellectually challenging learning.	Candidate's planned lesson incorporates minimal teaching strategies and/or they are not grounded in theory.
7. Crafts lesson(s) that provides opportunities for students to connect the content to their own lives, local and/or global contexts.	Candidate's lesson enables students to make connections between the content and their own lives, local and/or global context.	Candidate's lesson identifies connections between the content and students' live, local and/or global context.	Candidate's lesson attempts to make connections between the content and the students' lives but the connections are weak or unclear.	Candidate makes no connection between the content in the planned lesson and students' lives.
8. Plans lesson(s) that foster students' creative and critical thinking related to instructional content.	Candidate's planned lesson encourages students to think critically and creatively in the context of the content being studied; lesson plans teach students to be independently engaged in identifying problems, posing higher order questions, and developing possible solutions.	Candidate's planned lesson encourages students to think critically and creatively in the context of the content being studied; lesson plans give students the tools to think independently and creatively by introducing questions and prompting for possible solutions.	Candidate's planned lesson encourages students to think critically in the context of the content being studied; lessons include questions that lead to limited independent thinking or rote responses, and encourage use of limited problem-solving skills.	Candidate's planned lesson does not encourage students to think critically or creatively in the context of the content being studied or discourages them from doing so.
9. Plans lesson(s) that foster self-regulated learning.	Candidate's planned lesson promotes students' abilities to set goals. The plan encourages students to attend to AND make adjustments to improve their own learning.	Candidate's planned lesson promotes students' abilities to set goals. The plan encourages students to attend to their own learning.	Candidate's planned lesson promotes students' abilities to set goals. The plan does not encourage students to attend to OR make adjustments to improve their own learning.	Candidate's planned lesson does not promote students' abilities to set goals and does not encourage them to make adjustments to improve their own learning.
10. Designs lesson(s) that include assessments that appropriately monitor and assess student learning and progress.	Candidate's planned lesson includes a balance of formal and informal assessment for monitoring learning needs. Candidate's planned use of formative and summative assessments is designed to gauge learning and misconceptions, make instructional adjustments as needed, and engage students in self-assessment.	Candidate's planned lesson includes formal and informal assessment for monitoring learning needs. Candidate's planned use of formative and summative assessments is designed to gauge learning and misconceptions, make instructional adjustments as needed.	Candidate's planned lesson includes formal or informal assessment for monitoring learning needs. Candidate's planned use of formative or summative assessment is designed to gauge learning and misconceptions.	Candidate's planned lesson includes few formal or informal assessments to monitor student learning.

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
11. Plans appropriate systems and operational strategies to support instruction.	Candidate plans routines, transitions, pace, and procedures that rely on students leading action and taking responsibility in the classroom.	Candidate plans routines, transitions, pace, and procedures where students play a small role in managing the classroom activities.	Candidate plans routines, transitions, pace, and procedures that are clear but students depend almost entirely on the teacher to direct them.	Candidate consistently fails to plan routines, transitions, pace, and procedures.
II. TEACHING FOR STUDENT LEARNING (Note: NA available for all items)				
12. Implements instruction that incorporates knowledge of students' personal and cultural backgrounds to provide meaningful learning opportunities.	Candidate incorporates strong knowledge of students' identities, life experiences and backgrounds into the lesson, making meaningful connections to learning goals.	Candidate incorporates some knowledge of students' identities, life experiences and backgrounds into the lesson, making limited connections to learning goals.	Candidate attempts to incorporate knowledge of students' identities, life experiences and backgrounds into the lesson but the connections to learning goals are unclear.	Candidate does not attempt to connect lesson or learning goals to students' identities, life experiences or backgrounds OR presents a deficit view of their backgrounds.
13. Implements inclusive, developmentally-appropriate instruction that builds on evidence of students' prior knowledge.	The candidates' lesson is appropriate, addresses the needs of all learners, and shows evidence that clearly connects the learning goals to students' prior academic knowledge.	The candidate's lesson is appropriate, addresses the needs of most learners, but lacks clear evidence for how the learning goals connect to students' prior knowledge.	The candidate's lesson is either minimally challenging, minimally address the needs of all learners, OR shows little evidence that connects the learning goals to students' prior knowledge.	Candidate's lesson is inappropriate to student learning needs, and there is a lack of evidence that connects the learning goals to students' prior knowledge.
14. Implements lesson(s) that include assessments that appropriately monitor and assess student learning and progress.	The candidate's lesson includes a balance of formal and informal assessment to monitor learning. Candidate uses formative and summative assessments to gauge learning and misconceptions, makes instructional adjustments as needed, and engages students in self-assessment. It is evident that students understand the criteria by which learning is being assessed.	The candidate's lesson includes a balance formal and informal assessment to monitor learning as lesson(s) progress. Candidate uses formative and summative assessments to gauge learning and misconceptions and make instructional adjustments as needed. It is evident that students are aware of the criteria by which learning is being assessed.	The candidate's lesson includes formal or informal assessments to monitor learning. Candidate uses formative or summative assessment to gauge learning and misconceptions. It is not evident that students are aware of the criteria by which learning is being assessed.	Candidate uses few formal or informal assessments to monitor student learning. It is evident that students are unaware of criteria.
15. Implements lesson(s) that promote students to connect content knowledge to their own lives, local and/or global contexts.	Candidate's lesson(s) promotes students to make connections between the content and their own lives, local and/or global context.	Candidate's lesson(s) identify connections between the content and students' live, local and/or global context.	Candidate attempts to identify a connection between the content and students' live, but the connection is weak or unclear.	Candidates makes no connection between the content and students' lives.

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
16. Enacts inclusive instruction that supports meaningful and challenging learning for all students.	The candidate's enacts inclusive instruction, incorporating a wide variety of instructional strategies that attend to the learning needs the whole class AND individual learners.	The candidate's lesson incorporates a variety of instructional strategies that attend to the learning needs to the whole class OR individual students.	The candidate's lesson attempts to incorporate inclusive practice.	The candidate demonstrates little understanding of inclusive practices.
17. Models and supports the use of academic language related to instructional content.	Candidate includes explicit supports for academic language that are aligned with the content of the lesson and learning objectives and address the differing language needs in the class.	Candidate includes explicit supports for academic language that are aligned with the content of the lesson and learning objectives.	Candidate includes supports for academic language in the lesson but they are not explicit or they are not aligned with the content of the lesson or the learning objectives.	Candidate does not provide supports for the academic language in the lesson.
18. Implements lesson(s) that foster creative and critical thinking related to instructional content.	Candidate encourages students to think critically and creatively in the context of the content being studied. The lesson allows students to be independently and creatively engaged in identifying problems, posing higher order questions, and developing possible solutions.	Candidate encourages students to think critically and creatively in the context of the content being studied. The lesson helps students to think independently and creatively by introducing questions and prompting for possible solutions.	Candidate encourages students to think critically about issues related to the content; the lesson include questions that lead to limited independent thinking or rote responses, and encourage use of limited problem solving skills.	Candidate does not encourage students to think critically or creatively in the context of the content being studied or discourages them from doing so.
19. Models and promotes thoughtful use of digital tools, content, or social networks to improve learning and engagement.	The candidate integrates technology in a manner that is integral to the lesson and enhances learning.	The candidate integrates technology in a manner that enhances learning.	The candidate integrates technology but it is unclear how the use is applicable to, or enhances the lesson, or the use of technology is a distraction from the lesson.	The candidate fails to integrate technology into lesson.
20. Communicates clearly and effectively to improve learning.	The candidate communicates in clear and respectful manner to students and others. Values and uses multiple means of communication.	The candidate communicates in clear and respectful manner to students and others. Values multiple means of communication.	The candidate communicates in clear and respectful manner to students and others.	The candidate's communication is generally unclear or inappropriate.
21. Facilitates appropriate systems and operational strategies to support instruction.	The candidate manages routines, transitions, pace, and procedures that rely on students leading action and taking responsibility in the classroom.	The candidate manages routines, transitions, pace, and procedures; and begin to get to the place where students play a role in managing the classroom activities.	The candidate manages routines, transitions, pace, and procedures that are clear but students depend almost entirely on the teacher to direct them.	The candidate consistently fails to manage routines, transitions, pace, and procedures that engage students in learning.

III. PROFESSIONAL AND ETHICAL PRACTICE (Note: NA available for all items)				
Criteria	Highly Effective	Effective	Partially Effective	Ineffective
22. Writes professionally.	Written communications are consistently appropriate, well written, AND free of grammatical and spelling errors.	Written communications are generally appropriate AND well written.	Written communications are generally appropriate OR free of grammatical and spelling errors.	Written communications are inappropriate and contain grammatical and spelling errors.
23. Creates and maintains supportive and empathetic learning environments that are conducive to learning.	The candidate creates a classroom environment where all students appear comfortable as they participate in learning, are engaged, collaborate in a respectful manner with peers and the teacher, and contribute to the lesson.	The candidate creates a classroom environment where all students appear comfortable as they participate in learning, are engaged, and collaborate in a respectful manner with peers and the teacher.	The candidate creates a classroom environment that allows most students to engage in learning but not all students are working collaboratively or respectfully.	The candidate creates a classroom environment that are characterized by few students being engaged in learning. Candidate's interactions with students are disrespectful, inappropriate, or insensitive.
24. Collaborates with stakeholders (cooperating teachers, university supervisors, colleagues, professionals, or families).	Candidate participates in collaborative efforts with colleagues, other professionals, and families in AND outside of school.	Candidate participates in collaborative efforts with colleagues, other professionals, and families, in OR outside of school.	Candidate participates to a limited extent in collaborative efforts with colleagues in school.	Candidate does not participate in collaborative efforts in or out school.
25. Demonstrates integrity, honesty, and an understanding of professional ethics	Candidate behaves honestly and with integrity in accordance with and reflective of the code of ethics and standards of conduct required of the profession.	Candidate behaves in accordance with the code of ethics and standards of conduct required of the profession.	Candidate has engaged in a minor ethically questionable practice but has acknowledged the issue.	Candidate frequently engages in activity(ies) that crosses the ethical boundaries and standards of conduct required of the profession.
26. Demonstrates professional roles and responsibilities.	Candidate consistently demonstrates and is reflective of professional practices and behaviors and shows an advanced level of readiness to join the teaching profession. Accepts responsibility for her/his actions; follows school and district policies and rules.	Candidate consistently demonstrates professional practices and behaviors and shows readiness to join the teaching profession. Accepts responsibility for her/his actions; follows school and district policies and rules.	Candidate demonstrates professional practices and behaviors generally, but occasionally shows some lapses in judgment related to, for example, attendance and punctuality, accomplishing work, addressing feedback, and communicating and working with others. Accepts responsibility for her/his actions, and is actively working to improve.	Candidate demonstrates unprofessional behaviors such as dressing inappropriately, missing or being late for classes, not completing work, resisting feedback, communicating inappropriately, or not being able to work with others. Does not accept responsibility for her/his actions.
IV. REFLECTION AND CRITICAL THINKING (Note: NA available for all items)				
27. Is an emerging reflective practitioner who articulates the ability to use evidence and feedback to improve practice and learning for all students.	Candidate actively seeks feedback and consistently uses evidence from instruction to reflect on and improve practice and learning for all students.	Candidate uses feedback and evidence from instruction to reflect on and improve practice and learning for all students.	Candidate accepts feedback and uses minimal evidence to reflect on and improve practice and learning for all students.	Candidate is defensive or resists feedback. Limited to no use of evidence to reflect and improve practice and learning for all students.