MONTCLAIR
STATE UNIVERSITY

The Department of Teaching and Learning
and
The Center of Pedagogy Office of Clinical Internships

P-12 SUBJECT AREAS
CLINICAL PRACTICE I HANDBOOK
Fall 2024

Important Dates

Day your CT reports to school	**First day of Clinical I**
September 19	**Cooperating Teacher Clinical I Orientation (details to come)**
October 21	**Clinical I Midterm Check-in due (full semester placements)**
October 21	**Assessment for Clinical I due (split placements)**
October 25	**Last day of Clinical I *split* placement #1**
October 28	**First day of Clinical I *split* placement #2**
November 1	**HIB Prevention Requirement due**
December 9	**All final assessments for Clinical I due**
December 15	**Audit deadline for Clinical Practice II**
December 24	**Last day of Clinical Practice I**
January 2, 2025	**First day of Clinical Practice II**
May 9	**Last day of Clinical Practice II**

Cooperating Teacher Resource website
All materials/information needed by cooperating teachers
is conveniently located in one place:
https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/

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The Portrait of a Teacher

The Montclair State University community is committed to the continuing development of teachers who strive to exemplify the knowledge, skills and dispositions reflected in this portrait so that they can prepare well-educated students who pursue their interests, lead meaningful and productive lives, and become active participants working towards a socially just democracy. In the service of this mission, we envision teachers who:

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

2. **Understand learning and development as complex processes that take place across the lifespan:**
   a. **Understand how children, adolescents and adults learn and develop in a variety of school, family and community contexts**
   b. **Know, evaluate and apply relevant theories of learning to teaching practice**
   c. **Take initiative to know each student as a unique individual who brings varied backgrounds, strengths, needs, and perspectives to learning**

3. **Apply knowledge of learners, disciplinary content, pedagogy, and assessment to teach effectively:**
   a. **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**
   b. **Plan and implement rigorous instruction that engages all students in meaningful and challenging learning**
   c. **Promote creative thinking, critical thinking, and critical consciousness within and beyond the classroom**
   d. **Create curriculum, instruction, materials and assessments that are universally designed and accessible to support the intellectual, social and personal development of all students**
   e. **Use multiple forms of assessment to measure and evaluate impact on student learning, achievement and progress, and to inform instruction**

4. **Create democratic learning communities that are engaging, caring, respectful, and inclusive:**
   a. **Model attitudes, values and behaviors that promote democratic practice and participation in the classroom**
   b. **Create supportive and empathic learning environments that are safe spaces conducive to learning**
   c. **Facilitate learning through effective, shared classroom management**

5. **Embrace leadership roles to create collaborative partnerships with school colleagues, families, and agencies in the community to support students' learning and well-being**
   a. **Join with other school professionals to plan and implement strategies that meet the needs of all learners**
   b. **Consistently communicate and work with families to establish shared expectations for students and to engage families in the school community**
   c. **Seek and use resources available through community and local institutions to actively build partnerships that enhance instruction and learning**

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

(rev. 2014)

CONTACT INFORMATION

Center of Pedagogy

Program Specialist, Office of Clinical Internships Oversees Clinical I and II placements and addresses and coordinates responses to questions and concerns related to placements Ms. Scotta Frye X7635 fryesc@montclair.edu	**Director, Office of Clinical Internships** Supports all aspects of clinical internships; certification information resource Ms. Caroline Murray X7802 murrayc@montclair.edu
Program Associate, Office of Clinical Internships Supports cooperating teacher paperwork and information. Mr. Nathan Cottrell X4110 clinicalinternships@montclair.edu	**Center of Pedagogy Graduate Assistant** Coordinates Health Knowledge Test, HIB Prevention Requirement & Substitute Licensure msucenterofpedagogy@montclair.edu

Department of Teaching and Learning (TLRN)   Voicemail: 973-655-5407

Clinical Specialist Coordinates University Mentor program and serves as Instructor of Record for Clinical I Dr. Loretta Bellina bellinal@montclair.edu	**Undergraduate Program Coordinator** Coordinates partner school seminar sections, orientation, and related communication with students Ms. Naome Dunnell dunnelln@montclair.edu
Faculty Program Coordinators Addresses questions and concerns related to academic program progress, expectations, and requirements Undergraduate: Dr. Emily Klein kleine@montclair.edu Graduate: Dr. Jennifer Goeke goekej@montclair.edu	**Chairperson** Addresses questions and concerns related to University faculty and staff & all TLRN courses (SASE, ECEL, ECSE, SPED) Dr. Linda Wise X4436 wisel@montclair.edu Deputy Chair: Dr. Talida State statet@montclair.edu

If you have questions, who should you contact?

Topic	Best person to contact
Placement logistics, concerns re. placement, cooperating teacher-intern relationship, intern progress, etc.	Scotta Frye fryesc@montclair.edu
Teacher intern's seminar course requirements & 175-hour requirement	Seminar instructor
CT payment/PD hours	clinicalinternships@montclair.edu
Obtaining forms	clinicalinternships@montclair.edu
Clinical I Assessments	Naome Dunnell or Loretta Bellina
Anthology issues/concerns/questions	Assessment Office: anthology@montclair.edu or clinicalinternships@montclair.edu
Accessibility Accommodations	The Disability Resource Center is the best place to start. You are always welcome but not required to discuss accessibility needs directly with your placement specialist.

OVERVIEW: CLINICAL I

Clinical I prepares the teacher intern to begin to assume the full range of teaching responsibilities. This is achieved by spending **a minimum of 175 hours (or two full school days per week) over a 15-week period in a classroom** while taking a corresponding course (Seminar in Inclusive Pedagogies). It is expected that Interns actively immerse themselves as a member of the classroom community. A key goal is that you demonstrate readiness to assume greater responsibility as a member of the classroom and school community during Clinical Practice II.

Clinical I Intern Goals:
- Develop interpersonal relationships with the CT, students, and other professional staff.
- Reflect on how a student learns, their behaviors, strengths, and areas to develop.
- Co-teach with the cooperating teacher on a regular basis.
- Apply knowledge and skills with lesson planning and assessment.
- Lead teach a minimum of three instructional lessons and preferable many more.
- Participate professionally in the school community if and when possible.
- Actively engage with other professionals and families/caregivers.
- Develop dispositions to teach for diversity, equity and inclusion.
- Reflect on the role family/caregivers and community play in student learning and schooling.

In most cases, interns will be in the same classroom for two semesters. During the second semester (Clinical II), interns will assume increasing responsibilities for planning and teaching.

Overview of how to structure the 175 hours:
- 2 full days each week in the school, or 12-15 hours per week.
- 120+ hours in the home classroom(s)
- Remaining hours by completing Timeline activities outlined later in this handbook. Please see page 15 for a more detailed explanation of the 175-hour requirement.

Once a schedule has been established, interns are expected to adhere to the agreed upon schedule and should notify the cooperating teacher of any emergency that will prevent them from fulfilling their obligations.

THE COOPERATING TEACHER/TEACHER INTERN/UNIVERSTY MENTOR RELATIONSHIP

Healthy and productive teacher intern / cooperating teacher teams:

   • develop a positive professional relationship that will extend through Clinical II.

   • communicate clearly, honestly, professionally and often.

   • demonstrate a mutual openness to critical feedback.

   • discuss the requirements outlined in this packet at the outset of the semester, and check back in on the requirements during the semester.

   • recognize that like in any relationship, this takes work and there will be bumps in the road.

   • reach out for assistance to the U Mentor, seminar instructor, or Ms. Scotta Frye in the Office of Clinical Internships (fryesc@montclair.edu) in a timely manner if all of the above takes place but there are still concerns about the working relationship.

THE ROLE OF THE UNIVERSITY MENTOR

Interns are assigned a University Mentor (U Mentor) who conducts two observations during Clinical I and four observations during Clinical II. Over the course of these two semesters, the U Mentor:
   ● Provides support to the intern and CT
   ● Helps the intern learn how to prepare for, experience, and learn from the observation process
   ● Helps troubleshoot concerns
   ● Helps provide clarity of expectations
   ● Provides feedback to the Teacher Education Program about the needs of interns and CTs in order to make improvements to the program
   ● Helps the intern identify key strengths and challenges

For each of the two observations during Clinical I, the U Mentor will complete a Clinical I observation form in Anthology. The U Mentor and CT will conduct the second observation collaboratively and will provide oral feedback together during a post-observation conference with the intern. The intern is responsible for setting up the collaborative observation and the post-observation meeting. U Mentors also provide a summative evaluation/grade recommendation to Dr. Bellina, who is the Instructor of Record of Clinical I.

CLINICAL I EXPECTATIONS: TEACHER INTERN

❏ Exchange contact information with the cooperating teacher (contact should be initiated by an intern).

❏ Mutually agree on days and hours you will be in school. Clinical I continues through December 22nd regardless of whether you complete 175 hours prior to that time.

❏ Set up a regular weekly meeting time with your cooperating teacher.

❏ Record all Clinical I hours in Anthology.

❏ Make arrangements with your Cooperating Teacher to visit other grade levels/teachers if possible and only after having completed at least 75 hours in your home classroom.

❏ Plan and implement a minimum of three learning segments following the Lesson Plan guidance you will be provided in Seminar. Completed lesson plans should be submitted to your cooperating teacher at least two days in advance.

❏ Remind your cooperating teacher of key deadlines (CT info survey, midpoint check-in, Assessment of Clinical Practice, etc.)

❏ Complete the items on the Timeline and share with your Seminar Instructor(s). Your Seminar Instructor may modify the Timeline as they deem appropriate. Note that in fall 2024, there is a Learning Progression that you will be introduced to as well that may replace/supplement this timeline.

❏ Make arrangements for the U Mentor to visit twice during the semester. During the second visit, the U Mentor will complete a collaborative observation with the CT: the intern should coordinate the date and time for both this collaborative observation and a post-observation conference with both the U Mentor and CT.

❏ Always maintain confidentiality inside and outside of the classroom.

❏ Dress professionally throughout your clinical internship.

INTERN TIMELINE

This timeline is designed to guide your experiences during the Clinical I Semester. **Seminar Instructors reserve the right to modify this timeline as they deem appropriate based on individual and collective circumstances.** Submit this timeline to your seminar instructor(s) on the date they indicate to you.

Weeks 1 –3	CHECK ✔

1. Initial meeting with your CT.
   • Set up a schedule for a mutually convenient, weekly meeting time with your CT. Your weekly conferences ideally should be at least a half hour if possible.
   • Record the dates of these meetings.
   • Notify your mentor or seminar leader if these weekly meetings do not take place as planned.
   • Discuss your assignments for the semester with your cooperating teacher (i.e. **lesson plans for at least 3 learning segments,** time to be spent with other school professionals, etc.)
   • Interview your cooperating teacher regarding their 'teaching history'.
   • Share your goals for the semester with your cooperating teacher.
   • If remote teaching, ask your cooperating teacher to provide clear expectations for your availability and for what you should do when not engaged in direct instruction with students.	

2. Review the school's faculty handbook and any materials teachers receive from the school or district administration. You should become familiar with our school's learning management system (LMS) such as Google Classroom or Seesaw, Zoom, or other technology used during remote learning (e.g., in case of snow days where your school may move to remote learning).	
3. Set up a teacher journal to record anecdotal notes, detailed objective observations, of what you see and hear in the classroom and school community.	
4. Explore the school (make yourself a map of where all rooms/resources/personnel are) and the community. If virtual, explore the school and district web pages.	
5. Review the curriculum suggested/mandated by the school, district, and state. Discuss possible lesson plans that you will implement with your cooperating teacher.	
6. Get to know your students. Introduce yourself to the students, ask for their names and develop an awareness of each students' strengths and abilities. Set up your teacher journal to record your observations of each student.	
7. If appropriate, write a letter to parents introducing yourself and your role in the classroom.	
8. Introduce yourself to school specialists and other teachers.	
9. Introduce/reintroduce yourself to the principal, other teachers and specialists, special educators, custodians, office secretaries, etc.	
10. Discuss classroom routines and classroom management techniques with your cooperating teacher.	
11. Set up a filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.)	

12. Save artifacts of what you have done in the classroom (examples of student work, pictures of projects, pictures of you working with students, reflections on your teaching, etc.) in order to document your teaching and learning in your portfolio.	
13. Assist CT to plan and mount a bulletin board or classroom display. Take a picture for documentation. (This can be done virtually as well!)	
Weeks 4-7	
1. With your cooperating teacher, discuss strategies on how they use formative assessments to inform instruction.	
2. Meet with a specialist: special educator (Resource Room or in-classroom), ESL/ELL teacher, speech therapist, etc.	
3. Observe a different teacher, either in your certification area or in a different area.	
4. Schedule lesson plans with your cooperating teacher. Lesson plans should be submitted to your CT for review at least 2 days in advance.	
5. Compare routines and classroom management techniques in your home classroom(s) with those in other classrooms.	
6. Discuss strategies to promote critical thinking with students – individually or in groups.	
7. If you teach a lesson, debrief with your CT about what worked, didn't work and how to improve instruction.	
8. Participate in a 3-way conversation with your CT and Seminar instructor.	
9. Reflect on your progress: what are your strengths, weaknesses, and how you will strengthen your skills moving forward.	
Weeks 8-10	
1. Collect possible artifacts for your portfolio. Think about how you will organize your portfolio and what you want to include. You will receive more information on the portfolio next semester.Determine if you want to create an electronic portfolio (the ADP Center provides introductions on how to set up an e-portfolio) or a paper portfolio.	
2. On-going reflection of your progress: what are your strengths, weaknesses, and how you will strengthen your skills moving forward.	
WEEKS 10-14	
1. Reflect on your progress during Clinical I and how you will strengthen your skills to be Clinical II ready.	

HARASSMENT, INTIMIDATION AND BULLYING (HIB) PREVENTION REQUIREMENT

The NJ Department of Education has a policy requiring universities to ensure that students receive professional development in HIB prevention. While this is a State requirement, it is not just another item to check off the "to do" list: as a future educator, it is important that you are knowledgeable about the law and related topics such as preventing, reporting, investigating, and responding to incidents of HIB that occur both in school and off school grounds. By receiving the required training, you will be better prepared to create an inclusive environment that is nurturing, caring, safe, and conducive to learning and which is consonant with the philosophy of the Teacher Education Program at Montclair State University. We hope and trust that you appreciate that it is your moral and ethical obligation to be as informed as possible and to help eliminate harassment, intimidation and bullying from our schools.

All students are required to complete specific learning modules offered by Vector Solutions, via their website. Students will be auto-enrolled in the Vector site and will log in to complete the assigned modules. The HIB Prevention requirement has been integrated into the seminar course that you take with Clinical I. Course instructors will be notified when you have completed the modules. It is not possible to earn a passing grade in Seminar (and therefore, Clinical I) without successful completion of this requirement.

CLINICAL I EXPECTATIONS: COOPERATING TEACHER

❏ Mutually agree on days and hours your teacher intern will be in school.
❏ **Complete and submit CT Information Survey by November 30th (link will be sent via email).**
❏ Read and follow the Clinical I Guidelines.
❏ Review the Clinical Intern Timeline to know what the expectations are of the Intern.
❏ Review the **Assessment of Clinical Practice** at the start of the semester with your intern**.**
❏ Meet with your intern each week during non-instructional time to provide ongoing feedback and constructive critique based on the Assessment of Clinical Practice and Clinical I Guidelines.
❏ Interns are expected to plan and implement 3 learning segments using the University's Lesson Plan template.
  ❏ Interns should submit lesson plans to you at least 2 days in advance.
  ❏ You should provide feedback on how to improve the lesson plans.
❏ Provide detailed feedback in a timely fashion - positive and critical feedback are both important for intern development. Please be honest, open and transparent for intern growth and development.
❏ Be mindful of your position of "power" in the relationship with a teacher intern. E.g., interns should not be asked to do personal errands, should not be friended on social media, and should not be invited to non-work-related events outside of school.
❏ Communicate any concerns regarding your intern to Ms. Scotta Frye in an effort to address and resolve any issues early in the semester.
❏ Complete the Midpoint Check-in by October 21st for interns in semester long placements.
❏ Complete the Final Assessment by October 21st for the 1st split for interns with split placements.
❏ Host the Seminar Instructor for an online meeting mid-semester with you and your intern (if requested)
❏ Review the Assessment of Clinical Practice I rubric with your Intern for clarity of expectations.
❏ Approve Clinical I hours for your intern in Anthology.
❏ Submit your Assessment of Clinical I in Anthology by December 15th.

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

Questions for 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?
● 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?

Questions to guide lesson debriefs

○ 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 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?

HONORARIUM INFORMATION FOR COOPERATING TEACHERS

Clinical I cooperating teachers receive a $150 honorarium for hosting an intern; this amount is shared if there is more than one cooperating teacher.

- You must complete the Cooperating Teacher Information Survey each semester. The link to this survey will be sent directly to your work email in November.
- Due to University budget rules, we cannot honor payment requests made after the semester ends.
- If there are any changes in the assignment, or the amount of time a cooperating teacher is spending with a teacher intern, notify the Office of Clinical Internships as soon as possible. Honorarium adjustments will be made accordingly.
- For more information visit https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/

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

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

<div align="center">**CLINICAL PRACTICE I HOURS**</div>

Clinical I is two full days a week for at minimum a total of 175 hours over a 15-week period. If a school does not have "full" days or if an intern is unable to fit two full days into their schedule, they have the flexibility to do the equivalent of two days a week over 3+ days a week. The key is to establish a consistent schedule.

- Interns are expected to allot between 12-15 hours a week toward Clinical I hours, regardless of the school district's start date or holiday calendar.
- **If an intern reaches 175 hours before the end of the semester, they are still required to participate fully in their placement through December 24th.**
- If an intern is working a "full" school day, they count the entire day toward their hours, <u>including breaks</u>. But if an intern is working part of the day and lunch, for example, is after or before the school day, then lunch would not be included. E.g.:
  - o Intern works 8 am - 12 pm and there is a ½ hour break along the way: record 4 hours
  - o Intern works 9-2 and there is 45-minute lunch break and 15 minute break: record 5 hours
  - o Intern works 8-11:30 then class stops for lunch and intern does not return afterward: record 3.5 hours

<u>What counts toward Clinical I hours?</u>
Direct Placement Work (this is the preferred method for as many hours as possible)
- Time working directly with students and/or their parents/guardians
- Time working directly with the CT
- Time working with or observing any other person in the placement school (this includes both teachers and administrators)
- Attending any placement school-related event online or in person (e.g., back to school night, performance, athletic event, meetings (staff, PTA, grade level…), district school board meetings, professional development events or conferences attended with their CT/school

<u>What does not count toward Clinical I hours?</u>
The following are examples of typical things interns do that are an important part of their growth but which do not count toward the 175-hour requirement:

- Subbing, either in the placement district or elsewhere.
- Time spent preparing and submitting paperwork/documentation to the district for the placement, when required
- Videotaping themselves teaching a mock lesson and getting feedback from a peer/educator
- Seminar work that relates to the placement
- Participating in events organized by the Seminar instructor (this is solely at the discretion of the instructor)

Recording/Approving Clinical I hours

Interns record the details of all Clinical I hours in the Anthology time log. The cooperating teacher signs off on these hours in the Anthology system. Interns and CTs should discuss how often CTs wish to complete this sign off, e.g., weekly, biweekly, etc. Interns should honor the frequency desired by the CT.

When are final, completed logs due for Clinical I hours?
This is up to the discretion of the Seminar instructor, as they are the person who needs to see and verify that interns have met the hours requirement as a whole.

CLINICAL PRACTICE ASSESSMENT

Interns depend on the Cooperating Teacher feedback in order to develop and deepen their knowledge, skills, and attitudes towards teaching, learning, and becoming a reflective practitioner. In order to reflect, interns rely on CT feedback. Useful feedback is:

- **detailed**
- **positive and constructively critical with suggestions on how to improve**
- **revisited to ensure improvements are developing**
- **timely: a debrief should happen as soon as possible after Inter-led learning segments (lessons)**
- **documented: e.g., CTs are asked to complete the intern evaluations (Interim Assessment and Assessment of Clinical Practice) in a timely manner**

IMPORTANT:

- **Teacher interns should not be surprised by assessments 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 assessment rubric is comprehensive and used throughout the entire 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 rare, 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.**

CLINICAL PRACTICE I ASSESSMENT

CTs submit two assessments of Teacher Intern progress:

1. **The Midpoint Check-in**, due October 21st, is an informal "pulse check" to gauge the intern's pre-service teacher development and identify areas to develop or any concerns that should be addressed to ensure growth and progress.

2. **The Assessment of Clinical I,** due December 9th, is a summative assessment based on a 4-point scale, where 4 is reserved for a performance considered outstanding for a Clinical I teacher intern. This assessment along with a comments form both must be submitted online via Anthology before a Seminar or Clinical I final grade can be issued.

In addition to these written assessments, cooperating teachers are expected to provide feedback on a regular basis. Weekly meetings are strongly encouraged.

Successful completion of Clinical I and Seminar in Inclusive Pedagogies:
- Interns must receive a passing grade in Clinical I to receive a passing grade in Seminar and vice versa.

  For undergraduates, "passing" means receiving a B- or better in both courses, otherwise both courses must be retaken.

- The Seminar instructor determines the intern's Clinical I grade based on the: 1) Assessment of Clinical Practice form, 2) the intern's completed timeline, and 3) participation in Seminar and Clinical Practice I.

Teacher Education Program

ASSESSMENT of CLINICAL PRACTICE: OVERVIEW

	I. PLANNING FOR STUDENT LEARNING
1	Demonstrates understanding of concepts & principles of the discipline.
2	Plans teaching methods & strategies appropriate to the discipline.
3	Plans measurable learning objectives aligned to standards & assessments.
4	Plans instruction that incorporates knowledge of students' personal & 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 & challenging learning.
7	Crafts lesson(s) that provides opportunities for students to connect the content to their own lives, local &/or global contexts.
8	Plans lesson(s) that foster students' creative & 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 & assess student learning & progress.
11	Plans appropriate systems & operational strategies to support instruction.

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

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

	IV. REFLECTION AND CRITICAL THINKING
27	Is an emerging reflective practitioner who articulates the ability to use evidence & feedback to improve practice & learning for all students.

CLINICAL PRACTICE I OBSERVATION AND ASSESSMENT FORM
For use by University Mentors and Cooperating Teachers

This form is an amended version of the Clinical II Assessment that University mentors (and cooperating teachers) use during the Clinical II semester. Reference the attached support rubric for examples of observable and/or documented evidence and descriptions of each learning progression level (Getting Started, On Your Way, On Target). Please select "not observed/not applicable" if you do not feel you have enough evidence to evaluate this criterion during the observation.

	I. PROFESSIONAL AND ETHICAL PRACTICE	Getting started	On your way	On target	Not Observed/ Not Applicable
1	Respects diversity.				
2	Creates and maintains supportive and positive learning environments that are conducive to learning.				
3	Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).				
4	Demonstrates integrity, honesty, and an understanding of professional ethics.				
5	Demonstrates professional roles and responsibilities.				
6	Writes professionally.				

	II. REFLECTION AND CRITICAL THINKING	Getting started	On your way	On target	Not Observed/ Not Applicable
7	Demonstrates emerging reflective practices, such as reflecting on how to use evidence and feedback to improve their teaching practice.				
8	Provides and reflects upon equitable learning opportunities for all students.				

	III. PLANNING FOR STUDENT LEARNING	Getting started	On your way	On target	Not Observed/ Not Applicable
9	Intern's plans demonstrate knowledge of the concepts and principles of the discipline.				
10	Intern's plans include teaching methods and strategies appropriate to the discipline.				
11	Intern's plans include measurable learning objectives aligned to standards and assessments.				
12	Intern's plan incorporates knowledge of students' personal lives and/or backgrounds.				
13	Intern's plans are developmentally appropriate and inclusive of all students' learning needs.				

		Getting started	On your way	On target	Not Observed/ Not Applicable
14	Intern's lesson plans included teaching strategies grounded in theory.				
15	Intern's lesson plans foster critical thinking.				
16	Intern's lesson plans include informal and formal assessments designed to monitor and assess student learning and progress.				
17	Intern plans routines, transitions, pace and procedures to support instruction.				

IV. TEACHING FOR STUDENT LEARNING		Getting started	On your way	On target	Not Observed/ Not Applicable
18	Intern builds a positive rapport with students during the lesson(s) to support learning.				
19	Intern implements instruction built on students' prior academic knowledge.				
20	Intern implements developmentally appropriate instruction.				
21	Implements informal and formal assessments that appropriately monitor and assess student learning and progress.				
22	Intern implements lessons as planned.				
23	Intern implements inclusive strategies that supported meaningful and challenging learning for all students.				
24	Intern models the thoughtful use of digital tools, content, or social networks.				
25	Intern communicates clearly and effectively to improve learning.				

Overview (Provide a brief summary of the lesson)

What Are the Intern's Areas of Strength?

What are 2-3 Areas of Growth for the Intern?

CLINICAL PRACTICE I: Accompanying Support Rubric

For use by University Mentors and Cooperating Teachers when using the Observation and Assessment Form to appropriately evaluate clinical interns during Clinical I. When reviewing each criterion, think about the observed and/or documented evidence provided by the written lesson plans and/or the instructional practice.

	II. PROFESSIONAL AND ETHICAL PRACTICE	Getting started	On your way	On target
1	**Respects diversity.** **Examples of observable or documented evidence:** ● Values different perspectives. ● Evidence of student-centered educational philosophy. ● Plans inclusive activities/lessons or activities that raise awareness of and responsiveness to differences. ● Cross-cultural experiences. ● Experience with and understanding multicultural literature. ● Community involvement. Montclair 6, InTASC 2, CAEP 1.1	Intern shows basic respect for individual and cultural differences; appears to understand only on a superficial level that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; appears unaware of or resistant to different perspectives.	Intern shows respect for individual and cultural differences; appears to understand only on a superficial level that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; appears unaware of or resistant to different perspectives.	Intern shows and articulates respect for individual and cultural differences; has an understanding that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs; is clear that s/he values different perspectives and integrates into practice.
2	**Creates and maintains supportive and positive learning environments that are conducive to learning.** **Examples of observable or documented evidence:** ● Calls students by their names ● Is affirming of students' strengths and providing positive feedback and encouragement ● Encourages teamwork through sharing ideas on Jamboard or Google document. Montclair 22, InTASC 3, CAEP 1.1	Intern is not yet engaging in practices that demonstrate respect and fairness towards students on a consistent basis.	Intern is fair and respectful toward most students and builds positive relationships with some students, but not all.	Intern is fair and respectful toward most students and builds positive relationships with all students.
3	**Collaborates effectively with others (cooperating teachers, mentors, colleagues, professionals, or families).**	Intern does not yet participate in collaborative efforts in or out of school.	Intern participates to a limited extent in collaborative efforts with	Intern participates in collaborative efforts with colleagues, other

	Examples of observable or documented evidence: ● Establishes methods and schedules for sharing information with families. ● Interactions with others are respectful and effective. Montclair 25, InTASC 10, CAEP 1.4	Communications sometimes lack sensitivity.	colleagues in school. Communicates respectfully with others.	professionals, and families, in OR outside of school. Communicates respectfully with others and is sensitive to cultural differences.
4	**Demonstrates integrity, honesty, and an understanding of professional ethics.** **Examples of observable or documented evidence:** ● Takes responsibility for own actions. ● Maintains confidentiality of student information. 　Adheres to the professional code of ethics including district policies on harassment, intimidation, and bullying (HIB), sexual harassment, and discrimination. 　Access information and uses technology in safe, legal, and ethical ways. Montclair 30, InTASC 9, NJPST 11, CAEP 1.4	Intern has engaged in a minor ethically questionable practice but has acknowledged the issue.	Intern acts in accordance with school, and district ethical codes of conduct, guidelines and policies.	Intern acts in accordance with the ethical codes of conduct, guidelines, and policies and consistently models professional standards required of the profession.
5	**Demonstrates professional roles and responsibilities.** **Examples of observable or documented evidence:** ● Participates inappropriate school activities. ● Participates in PD opportunities. ● Follows policies and rules. ● Models a positive attitude about student learning and potential. ● Uses online platforms/social media appropriately. ● Professional attire. 　Punctual and reliable. 　Comes to class prepared. Montclair 30, InTASC 9, CAEP 1.4	Intern occasionally acts in an unprofessional manner 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.	Intern generally demonstrates professional practices and behaviors, but occasionally shows some lapses in judgment. E.g., related to attendance and punctuality, accomplishing work, addressing feedback, and communicating and working with others. Accepts responsibility for actions, and is actively working to improve.	Intern consistently demonstrates professional practices and behaviors and shows readiness to join the teaching profession. Accepts responsibility for actions.
6	**Writes professionally.** **Examples of observable or documented evidence:**	Written communication occasionally lacks appropriate formality, and/or is not always clear, and sometimes contains	Written communication has appropriate levels of formality and is clear.	Written communication is appropriately formal and well written, AND free of

			Getting started	On your way	On target
	● In all communications and contexts (letters, notes, emails, texts, lesson plans), shows appropriate and well-written communication skills. ● Avoids repetition, tautology, unnecessary expressions, prepositions, clichés, etc. Montclair 4, CAEP 1.4		grammatical and spelling errors.		grammatical and spelling errors.

	II. REFLECTION AND CRITICAL THINKING	**Getting started**	**On your way**	**On target**
7	**The intern demonstrates emerging reflective practices, such as reflecting on how to use evidence, assessment results, and feedback to improve their teaching practice.** **Examples of observable or documented evidence:** ● Initiates and/or participates in discussions about teaching practice. ● Reflects critically on progress in Clinical I: strengths, areas for growth, and how to improve. ● Accepts and incorporates critical feedback. ● Takes responsibility for their own learning. ● Lifelong-learner mindset. Montclair 29, InTASC 9, CAEP 1.4	Intern sometimes appears defensive or resists feedback. Limited to no use of evidence to reflect on and improve practice.	Intern accepts feedback. Beginning to use evidence from instruction to reflect on and improve practice.	Intern seeks out and uses feedback and evidence from instruction to reflect on and improve practice.
8	**Provides and reflects upon equitable learning opportunities for all students.** **Examples of observable or documented evidence:** Shows genuine interest and belief in each child's ability to learn. Modifications to lesson plans to meet all levels of learning. Responding to all students equitably. Materials appropriate for all learners and reflect a multicultural mix of materials. Montclair 28, InTASC 2, CAEP 1.3	Intern offers limited evidence of a commitment to equitable education for all students; does not engage learners at all levels and abilities; focuses on students' deficits instead of assets.	Intern offers evidence of basic commitment to equitable education for all students; and is beginning to leverage students' assets.	Intern demonstrates commitment to equitable education for all students; focuses on students' assets instead of deficits; appears to believe that all children can learn and that children bring varied talents, strengths, and perspectives to learning.

III. PLANNING FOR STUDENT LEARNING	Getting started	On your way	On target
9	**Intern's plans demonstrate knowledge of the concepts and principles of the discipline.** **Examples of observable or documented evidence:** Communicates content accurately. Effective choice of activities to demonstrate/elaborate a concept. Careful lesson planning that enables students to make valuable connections between concepts. Makes connections across content areas. Montclair 1, InTASC 4, CAEP 1.2	Planning reflects some inaccurate or incomplete content.	Elements of planning reflects a familiarity with the concepts and principles of the content.	Planning reflects a clear understanding of the concepts and principles of the content. Intern is able to justify decisions related to the lesson.
10	**Intern's plans include teaching methods and strategies appropriate to the discipline.** **Examples of observable or documented evidence:** ● Creates detailed and scaffolded plans. ● Knowledge of content connections. ● Strategies are appropriate to the discipline, and difficulty level, and designed to address the needs of the group and individual learners. ● Demonstrates strategies during morning meetings and small group activities. Montclair 2, InTASC 4, CAEP 1.2	Planning uses limited strategies and/or some strategies that are not appropriate to the discipline being taught.	Planning reflects well-established teaching methods and strategies, but it is not always clear if these are appropriate for the subject being taught.	Planning reflects specific and well-established teaching methods and strategies that are appropriate to the subject being taught.
11	**Intern's plans include measurable learning objectives aligned to standards and assessments.** **Examples of observable or documented evidence:** ● Lesson plans include appropriate standards for content. ● Learning objectives are measurable. ● Planning is sequential with regards to skills/concepts. Montclair 2, InTASC 4, CAEP 1.2	Planning includes learning objectives but they are neither measurable nor aligned to standards or planned assessments; or plans do not include learning objectives.	Planning includes learning objectives that are either measurable OR aligned to standards, but not both.	Planning includes measurable learning objectives that align with the standards and assessments and are consistent with one another.

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12	**Intern incorporates knowledge of students' personal lives and/or backgrounds into lesson plans.** **Examples of observable or documented evidence:** ● Seeks out information from students about interests and cultural groups in the class. ● Provides opportunities for students to self-select materials/tasks that are relevant to them. ● Chooses materials and strategies based on relevance to students. ● Celebrate the diversity of the class/community by designing opportunities to learn about each of the groups represented via videos, speakers, and research, and then sharing the results of the research with the entire. ● Incorporates some aspects of the mandated state curricula (Amistad, LGBTQ+ and Disability, genocide) Montclair 7, InTASC 2, CAEP 1.3	There is no evidence in the lesson of connections between the students and the content.	There is some evidence in the lesson of incorporating knowledge of students' identities, life experiences and backgrounds and connecting it to the content.	Intern incorporates knowledge of students' identities, life experiences and background information in the lesson.
13	**Intern's plans are developmentally appropriate and are inclusive of all students' learning needs.** **Examples of observable or documented evidence:** ● Applies Universal Design for Learning (UDL). ● Uses visuals such as pictorial models, concept maps, diagrams, and graphs. ● Uses low-floor/high ceiling tasks that provide students at various starting points an entry into the learning tasks. ● Demonstrates anti-ableist perspectives. Montclair 5, InTASC 1, CAEP 1.1	Planning is not aligned with student learning needs.	Planning aligns with group learning needs.	Planning aligns with group and individual student learning needs.
14	**Intern's plans include teaching strategies grounded in theory.** **Examples of observable or documented evidence:** ● Strategies are based on established, effective teaching.	There is little to no evidence that planned teaching strategies are grounded in theory.	Planning incorporates teaching strategies grounded in theory, but it is unclear if plan could engage students in meaningful and intellectually-challenging learning.	Planning incorporates a variety of teaching strategies grounded in theory that are clearly designed to engage the class in meaningful and intellectually-challenging learning.

	● References theorists in justifications/reflections. Montclair 2, InTASC 8, CAEP 1.3			
15	**Intern's plans foster critical thinking.** **Examples of observable or documented evidence:** Poses questions that lead to meaningful discussions and highlight everyone's contribution. Students are encouraged to ask questions and take risks. Provides resources to engage students in critical thinking Uses meaningful applications and examples to solve real-world problems Facilitates students' meaning-making in the content and activities. Montclair 12, InTASC 5, CAEP 1.2	Planning demonstrates little or no opportunities for critical thinking. Questions offer few independent thinking opportunities, elicit rote responses, and limit the use of problem-solving skills.	Planning encourages students to think critically in the context of the content being studied; lesson plans give students the tools to think independently by introducing questions and prompting for possible solutions.	Planning encourages students to think critically in the context of the content being studied; the lesson plan allows students to be independently engaged in identifying problems, posing higher-order questions, and developing possible solutions.
16	**Intern's plans include informal and formal assessments designed to monitor and assess student learning and progress.** **Examples of observable or documented evidence:** Reflects on assessments to inform student learning and improve professional practices Checks for understanding and uses outcomes/student responses to adjust as needed. Incorporates holistic assessments. Incorporates ongoing assessment and feedback to gauge learning. Montclair 13, InTASC 6, CAEP 1.3	Planning includes limited or no formal or informal assessments to elicit prior knowledge or monitor student learning. Assessments are not aligned with the learning objectives or standards.	Planning includes formal and informal assessments that are designed to elicit prior knowledge and monitor student learning and misconceptions.	Planning includes a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.
17	**Intern plans routines, transitions, pace and procedures to support instruction.** **Examples of observable or documented evidence:** Students are actively engaged to complete work in the time allotted. Implements appropriate pacing, strategies, materials, and sequence of activities. Sets up procedures, timely reminders, and due	Planning does not include routines, transitions, pace, and procedures to support learning.	Planning includes routines, transitions, pace, and procedures but students depend entirely on the teacher to direct them.	Planning includes routines, transitions, pace, and procedures where students play a role in managing the learning environment.

	dates. ▸ Structures to encourage timely participation: muting/unmute, hand signals. ▸ Interactions in chat features, use of a timer in breakout rooms. Montclair 24, InTASC 3, CAEP 1.3			

	IV. TEACHING FOR STUDENT LEARNING	Getting started	On your way	On target
18	**Intern builds a positive rapport with students to support learning.** **Examples of observable or documented evidence:** ▸ Approachable and engages students in conversation. ▸ Calls on students by their name to learn about individual students. ▸ Seeks out information from students about personal interests and cultural groups in the class. Montclair 21, InTASC 1, CAEP 1.1	Intern is not yet demonstrating sufficient engagement with students.	Intern is making visible efforts to engage with students.	Intern is making visible and sustained efforts to engage with students.
19	**Implements instruction built on students' prior academic knowledge.** **Examples of Observable or documented evidence:** ● Content connects to prior lessons or prior assessments of learning. ● Students apply prior knowledge when discussing content. ● Makes connections across content areas. Montclair 15, InTASC 8, CAEP 1.1	It is not clear that the intern's lesson is connected to students' prior academic knowledge.	Intern's lesson begins to make connections between the learning goals to students' prior academic knowledge.	Intern's lesson clearly connects the learning goals to students' prior academic knowledge.
20	**Implements developmentally appropriate instruction.** **Examples of observable or documented evidence:** ● Applies Universal Design for Learning (UDL). ● Uses visuals such as pictorial models, concept maps, diagrams, and graphs.	Instruction is not yet sufficiently aligned with \ students' learning needs or is not developmentally appropriate.	Instruction is mostly aligned with students' learning needs but may not be developmentally appropriate for all students.	Instruction is appropriately challenging and attends to the learning needs of the group and/or individual students.

	● Uses low-floor/high ceiling tasks that provide students at various starting points an entry into the learning tasks. ● Demonstrates anti-ableist perspectives. Montclair 15, InTASC 8, CAEP 1.1			
21	**Intern implements formal and informal assessments to monitor and assess student learning and progress.** **Examples of observable or documented evidence:** Reflects on assessments to inform student learning and improve professional practices Checks for understanding and uses outcomes/student responses to adjust as needed. Incorporates holistic assessments. Incorporates ongoing assessment and feedback to gauge learning. Montclair 20, InTASC 6, CAEP 1.3	Instruction includes limited or no formal or informal assessments to elicit prior knowledge or monitor student learning. The assessments are not aligned with the learning objectives or standards.	Instruction includes formal and informal assessments that are designed to elicit prior knowledge and monitor student gauge learning and misconceptions.	Planning includes a cohesive assessment strategy that includes formal and informal assessments that are designed to gauge learning and misconceptions.
22	**Intern implements lesson as planned.** **Examples of observable or documented evidence:** ● Lesson follows the plan, or is clear that the intern is making appropriate adjustments. ● Lesson includes planned supports for varied student learning needs. ● Lesson includes planned informal assessments. Montclair 15, InTASC 8, CAEP 1.3	The lesson as planned differs significantly from the observed lesson without evident justification.	The observed lesson generally follows the lesson as planned. The intern's attempt to adjust the plan may not align with the lesson objectives.	Lesson reflects the lesson plan as well as necessary adjustments during implementation.

23	**Intern implements inclusive strategies that support meaningful and challenging learning for all students.** **Examples of observable or documented evidence:** ● Using low-floor/high ceiling tasks that provide students with various starting point for entry into tasks. ● Evidence that student self-goals are continually more rigorous. ● Posing questions that lead to meaningful discussions and highlight everyone's contribution. Montclair 17, InTASC 8, CAEP 1.3	Intern's lesson demonstrates little or no evidence of inclusive practices.	Intern attempts to incorporate inclusive practices into the lesson but may not sufficiently address the needs of individual learners.	Intern's lesson incorporates a variety of instructional strategies that attend to the learning needs of the group and individual students.
24	**Intern models the thoughtful use of digital tools, content, or social networks to improve learning and engagement.** **Examples of observable or documented evidence:** ● Technology is thoughtfully employed to meet learning objectives. ● Instructions are easy to find, explicit, and multimodal. ● Students show work on camera or via upload. ● Uses the school's platform to create a communication connection with students, among students, and/or with their parents/guardians. Montclair 23, InTASC 4, CAEP 1.3	The use of technology either distracts or hinders the lesson goals.	Intern uses technology for presentation only.	Intern integrates technology into the lesson beyond presentation of content, and does so in a way that enhances learning.
25	**Intern communicates clearly and effectively to improve learning.** **Examples of observable or documented evidence:** Direct, concise, and respectful when communicating. There is no underlying tone. Communicates in multiple modalities (written, videos, audio recordings). Montclair 4, CAEP 1.4	Intern's communication is not clear or is sometimes inappropriate.	Intern usually communicates in a clear and respectful manner with students and others.	Intern consistently communicates in a clear and respectful manner with students and others. Intern values and uses multiple means of communication.

The criteria in this assessment are aligned as indicated with University, State, and National standards that reflect best practices for pre-service and in-service teachers.

MSU = Montclair State University Institutional Standards

INTASC = The Interstate New Teacher Assessment and Support Consortium
http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/

NJPTS = New Jersey Professional Standard for Teachers
https://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf

CAEP = Council for the Accreditation of Educator Preparation
http://caepnet.org/