

# MONTCLAIR

## STATE UNIVERSITY

### DEPARTMENT OF TEACHING AND LEARNING & OFFICE OF CLINICAL INTERNSHIPS

## P-12 Subject Areas Clinical II Fall 2024 Cooperating Teacher Handbook

### IN THIS PACKET:

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- ◇ Teacher Intern Roles and Responsibilities; Absences
- ◇ “Need to Know” Policies and Procedures
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- ◇ Observation and Conferencing Guidelines
- ◇ Determining a Final Grade
- ◇ Contact Information

### Important Dates & Deadlines

Day CT reports to school	First day of Clinical II
September 17	Clinical II Orientation for CTs (zoom 4-5 pm, will be recorded & shared) Zoom Link: <a href="https://montclair.zoom.us/j/84734753805">https://montclair.zoom.us/j/84734753805</a>
October 11	Action Research day - interns report to campus instead of school
October 25	Last day of first split for interns with two placements
October 28	First day of second split for interns with two placements
November 22	Action Research day - interns report to campus instead of school
December 9	Final assessments/reports due (CTs & U Mentors)
December 20	Last day of Clinical II

Please see the [Observation Schedule](#) for targeted dates for U Mentor and CT observations.

Progress Reports and Final Assessments are submitted to the online Anthology system. Cooperating teachers will be emailed directly with instructions for accessing and using Anthology.

Cooperating teachers who have interns for the entire semester complete FOUR progress reports/formal observations during the semester.

## **“ESSENTIALS” CHECKLIST**

The cooperating teacher is the professional who models effective teaching daily, and the University and the teacher intern rely on them to play the central role in the professional development of the teacher intern while serving as an observer, guide, and evaluator. The University provides information, support, and resources to assist the cooperating teacher in this capacity. The cooperating teacher is required to:

- Serve as the principal professional mentor and source of daily professional support. In this role, the CT teaches more than evaluates, helps more than judges, and listens as well as guides.
- Orient the teacher intern to school and classroom procedures and routines.
- Ensure that thorough lesson plans are prepared for every lesson taught by the teacher intern (see Lesson Plan Guide in this packet for the expected scope of each lesson taught).
- Ensure that a certified teacher is in the classroom at all times, as per New Jersey state law. The teacher intern may never be left alone with students even if they have a substitute license. The only exception is if the intern is paid to serve as a substitute in an emergency situation.
- Conduct formal observations, each accompanied by pre- and post-observation conferences. These observations should be scheduled in advance with the teacher intern. (See page 18 for the number of required observations given the number cooperating teachers the teacher intern has.)
- Conduct regular informal sessions and weekly planning sessions to assess progress and project goals.
- Encourage the teacher intern to develop self-direction in planning, understanding students, acquiring a variety of teaching techniques, utilizing a variety of instructional materials, and disciplinary practices.
- Co-teach whenever possible – classes need not be “handed over” to the teacher intern and the cooperating teacher should not become an observer in their own classroom except during formal observations.
- Assist the teacher intern with logistics as needed so that they can complete their [Learning Progression](#) assignments for their Seminar class.
- Provide a positive and supportive environment for the teacher intern.
- Communicate on a regular basis with the University mentor during the semester.
- Inform the Center of Pedagogy Office of Clinical Internships of any concerns about/on behalf of the teacher intern in a timely manner.
- Submit the Final Assessment of Clinical II form via Anthology at the end of the semester. This includes a letter grade.

### **Cooperating Teacher Resource website:**

<https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>

## CLINICAL PRACTICE II OVERVIEW

- The Clinical II semester lasts approximately 15 weeks. Interns are expected to participate full day, every day and to attend according to the established school calendar.
- Because of the need to prepare intensively, the teacher intern should not attempt to assume the full teaching load but should concentrate instead on developing skills under the mentorship of the cooperating teacher. The quality of experience, rather than the quantity of classes taught, is the goal. The timing and method of introducing the teacher intern into each successive phase should be decided by the cooperating teacher, U Mentor and teacher intern, based on the teacher intern's individual needs. **Teacher interns should begin taking the lead for instructional activity in one class, and eventually take the lead for approximately three hours of instructional time per day (i.e., three 40-60 minute periods or two block periods). Interns should not be leading instruction beyond this amount without approval from the U Mentor/ University.**
- Co-planning and co-teaching are encouraged regardless of whether the cooperating teacher or teacher intern has assumed the primary responsibility for the lesson/unit. Teacher interns need experience teaching solo at times but it is MSU's philosophy based on the research that the more closely the candidate and the mentor teacher work together, and the more that both are actively involved in the classroom during instruction, the more beneficial it is for everyone, including the interns.
- A teacher intern's lesson planning format is generally suggested by their academic department at the University. If that is not the case, the intern can either use the model introduced in the Seminar in Inclusive Pedagogies course or the format used by the cooperating teacher. **Lesson plans should be completed and made available to the cooperating teacher prior to the implementation of lessons.**
- If the teacher intern is going to be absent from Clinical II duties, they must inform the cooperating teacher as well as the Center of Pedagogy Office of Clinical Internships. Additionally, if a mentor observation has been arranged for that date, the teacher intern should contact the mentor directly. If the teacher intern is absent more than five times, they must extend Clinical II beyond the scheduled period. Excessive absences should be reported to the Center of Pedagogy. A joint decision will be made regarding whether the teacher intern will be permitted to continue Clinical II.
- Upon completion of Clinical II, the teacher intern will be evaluated by the cooperating teacher and the University mentor. Recommendation for certification is based upon these reports.

# TEACHER INTERN ROLES AND RESPONSIBILITIES

## Teacher Interns receive the following information:

### Attendance

- Teacher interns are required to attend their assigned placement every day for at least the same hours that contracted teachers are required to be at the school. This is typically 7 hours a day and includes time before students arrive and after students leave.
- Teacher interns may not arrive late or leave early, regardless of teaching schedule (e.g., if you do not have a class last period, the teacher intern should use that time to help prepare for the next day or to visit other classrooms, etc.). **There are no exceptions permitted to this policy—interns may not make arrangements with cooperating teachers to come in after the contracted arrival time of school staff or to leave prior to the time that staff are contracted to leave. Any questions or concerns should be brought to the attention of the Center of Pedagogy: [clinicalinternships@montclair.edu](mailto:clinicalinternships@montclair.edu).**
- Teacher interns follow the placement school's calendar in terms of holidays, school breaks, etc. instead of the University calendar.
- Teacher interns are not exempt from attendance for any MSU-related event (e.g., sports activity, SGA event, job fair, etc.), employment, family obligations, etc. and must report any absence to the Center of Pedagogy in a timely manner. Up to five absences due to illness or religious observance are permitted.
- Occasionally teacher interns may need to stay late after school for meetings, or attend evening events related to the academic progress of the students in their classes, such as back-to-school nights.
- Teacher interns are required to sign in and out each day at the placement school's front office. If the front office does not have a sign-in location for teacher interns (or a virtual login if instruction is remote), it is the teacher intern's responsibility to maintain a log in the classroom of arrival and departure times. Cooperating teachers are encouraged to record any absences, late arrivals or early departures.

### Teaching

- The teacher intern should focus on planning, implementing, and evaluating instructional activities. Co-teaching is encouraged for all certification areas and grade levels to maximize the benefit of having both a seasoned teacher and a teacher intern in the classroom.
- **Teacher interns should take a leading role with the planning and teaching of one or two classes by the end of the fourth week and three classes by the end of the sixth week. The total teaching load should be no more than three classes or approximately 3-4 hours per day depending on class lengths. The teacher intern should be responsible for no more than two separate subject preparations. Interns only may do more than two preps or more than three classes with the written permission of their University mentor and placement specialist. Montclair's focus is on quality versus quantity, so exceptions to this policy are rare.**
- The teacher intern is expected to be in school full time every day regardless of the schedule of the cooperating teacher.
- In addition to formal teaching, the teacher intern may be called upon to help students with class work, homework, lab work, or remedial/ advanced work as requested by the cooperating teacher.
- If teaching remotely, please be sure that the intern is never alone online with one student unless another adult is present on the student's end. Interns are told that they should not be alone with a student online without your permission.

### Lesson Plans

- The teacher intern must submit plans to the cooperating teacher well in advance for each lesson to be taught and engage in weekly planning sessions with the cooperating teacher to discuss short- and long-range teaching goals and objectives.
- Lesson plan formats may vary based on certification area, grade level, school/district requirements, and cooperating teacher expectations; however, all MSU teacher interns are required to write detailed lessons for each lesson that they teach. Lesson plans should include objectives, goals, State Standards, materials, lesson steps, accommodations, and assessments.
- The teacher intern must keep a log of all lessons/units taught that is accessible to the CT and U Mentor.

## **Observation**

A significant portion of non-teaching time that is not used for planning can be used to observe other teachers in the department (as well as in other departments), and other teacher interns, if this is logistically possible given the pandemic. If possible, the teacher intern should spend at least one period a day observing. The purpose of such observations is for the teacher intern to become more familiar with the teaching behavior and activities in the following critical areas: Planning, organization, and evaluation; Teaching strategies; Classroom management/control; Teacher attitude toward children/subject matter; Verbal and non-verbal interaction. Also, observations should be done in special areas (speech pathology, guidance, special education, student activities, etc.).

## **Clerical and Professional Activities**

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

## **Leadership & Initiative**

- The teacher intern should display enthusiasm and interest in the Professional Semester experience as well as in their students. Such enthusiasm and commitment should be evident in the thorough and imaginative preparation for each class.
- The teacher intern should come equipped with an adequate knowledge of basic subject matter, human growth and development, teaching techniques, and procedures.
- The teacher intern should develop a pattern of personal and professional growth through constant and reflective self-appraisal and acceptance of constructive criticism.
- The teacher intern should show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to themselves.
- The teacher intern is expected to complete promptly all assignments required by CTs and mentors. This includes careful study of the material in this Handbook, early conferencing with the cooperating teacher prior to the semester, preparation of plans, and other work basic to classroom teaching. Mailing or delivering to University mentors complete schedules is a requirement. Informing them of changes in teaching schedules is essential.

## **Professional Growth**

- The teacher intern should show evidence, by the end of the Professional Semester experience, of acceptable competence in such areas as teaching skills, classroom management, strategies of instruction, and interpersonal relations.
- The teacher intern should continually relate the actual teaching experience to theories of child development and learning.
- The teacher intern should display a professional and ethical attitude in terms of safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and observing basic rules of courtesy toward school administrators, teachers, pupils and community. This includes personal social media such as Facebook and Twitter.
- The teacher intern should comply with all school regulations to which regular teachers are expected to conform, including daily attendance and attendance at regular after school meetings of the school and teaching department.
- The teacher intern should demonstrate patterns of conduct and dress that are in keeping with the accepted standards of the school community.

## Teacher Intern Absences

Experience has shown that one of the most common challenges in the CT-intern relationship is tardiness or absence. It is helpful to keep in mind that:

- It is a good idea to establish clearly from the start the latest time the intern should arrive \*in your classroom\* and the earliest time you expect the intern to leave the classroom at the end of the day. Note that interns are required by the University to report at LEAST by the contract reporting time of the school, and to stay at LEAST until the contract ending time of the school.
- Interns must report absences to the Center of Pedagogy via an online system as soon as possible and without exception. Never make a private arrangement with an intern to let an absence go unreported to MSU – you are serving in a University-appointed position as a professional teacher educator. Illness, family emergencies, etc. come up, but even in the most understandable of circumstances we must work together to ensure that interns meet University/State requirements for fulfilling the required hours.
- Interns must notify you of their absence as soon as possible.
- Interns must sign in and out at the school every day, no exceptions. If the school does not have an appropriate log book the intern should create a log to keep in the classroom.
- Write down the day(s) your teacher intern is absent, arrives late or leaves early.
- If the teacher intern is absent more than five times, they must extend Clinical II beyond the scheduled period or receive a lowered grade. If your teacher intern is absent for more than 5 days and/or is late or leaves early more than 5 times, you should contact Ms. Scotta Frye in the Center of Pedagogy: [fryesc@montclair.edu](mailto:fryesc@montclair.edu) .
- The only acceptable reasons for absences include illness, family illness/emergency, religious observance, bereavement, or serious Jersey car drama. Job interviews, other employment (e.g., coaching), family trips, etc. are not acceptable reasons for being late or absent, as they would not for a regular teacher at the school.
- Inclement weather: if your school is open but the intern cannot safely make it in, they must use one of their 5 allowed absences. Many students have questionable tires and are newer drivers. Safety must take precedence over attendance.

## **“NEED TO KNOW” POLICIES AND PROCEDURES**

- **During the Clinical II semester, teacher interns are to attend cooperating schools full-time, 5 days a week and follow the district’s school calendar, whether school is conducted in person or remotely.** This includes all holidays and vacation days, regardless of whether or not they are the same as Montclair State’s and regardless of whether the CT is in school that day. Teacher interns also must attend Seminar II classes according to the University’s schedule of classes.
- **Teacher interns are expected to be in attendance for the entire school day.** In addition to meetings and school conferences, interns are encouraged to participate in co-curricular activities. If an intern must be absent due to illness or any other legitimate reason, the CT and the Office of Clinical Internships must be notified prior to the start of the school day.
- **No employment or outside activity should interfere with Clinical II.** Outside employment is taxing; creative and imaginative preparation often suffers. We realize that not working is not an option for some, however work hours should be limited as much as possible.
- **According to the tradition of the Teacher Education Program, in compliance with the policies of the cooperating school, teacher interns participate co-equally with teachers in professional responsibilities.** CTs are expected to regard teacher interns as professional colleagues. However, teacher interns are principally responsible to, and subject to the direction of, their CT since, according to State regulations, legally the CT is ultimately the professional in charge.
- **Planned weekly meetings are critical and must be scheduled between the CT and teacher intern** to promote a positive, collaborative working relationship.
- **Teacher interns may be assigned as substitutes for pay during Clinical II on a very limited “emergency” basis.** Clinical II is an unpaid experience, but due to the teacher shortage exceptions are being allowed this semester to help schools handle emergency situations. If we feel this allowance is being used inappropriately by any party, this exception will be discontinued.
- **Teacher interns may not be left alone in the classroom with students at any time unless being paid officially as a sub for that time period.** A certified teacher/substitute must always be present, even if the teacher intern has a substitute license (the license only is legally valid if the holder is being paid).
- Teacher interns, mentors and cooperating teachers should work together to arrange **observations**, using the Observation Schedule as a guide. A teacher intern may not be observed formally twice in the same day.
- **Under State law, teacher interns assigned to a classroom may have access to student IEPs.** Cooperating teachers are asked to share IEPs as appropriate and needed so that the intern can appropriately plan for all students. This is also an important part of their professional development.

### **Regarding University Mentors**

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

## **LEGAL ISSUES AND PROFESSIONAL ETHICS**

### **Legal Protection of the Teacher intern**

The teacher intern, during their Professional Semester, is legally protected by New Jersey Statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher:

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

### **Personal Property and Injury**

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

### **School/District Procedures**

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

### **Professional Ethics**

As a prospective teacher in a democratic society, the teacher intern has an ethical responsibility to the profession. As a representative of our Program, they are a reflection of Montclair State University. It is expected that the teacher intern will conduct themselves ethically, upholding the standards of the profession. Likewise, they should be accorded the regard associated with being a professional. If there are questions related to professional ethics, the Office of Clinical Internships should be contacted.

### **Child Abuse**

The New Jersey Code 6:29-92 requires that "school personnel who have reasonable cause to believe that a child has been subjected to child abuse.....shall immediately report to the Department of Children Protection and Permanency (formerly known as DYFS." Teacher interns are considered to be a part of the "school personnel" and are liable for reporting suspected abuse to DCP&P. Legally, it is not sufficient for a teacher intern to simply tell you or an administrator and let them handle it. However, given interns' presumed inexperience with identifying the signs of possible abuse, the sensitive nature of their position as a guest in the school and the reality that each district has its own system for handling such matters, we advise them to notify you or a school administrator as soon as possible for advice and assistance.

### **Reportable Incidents**

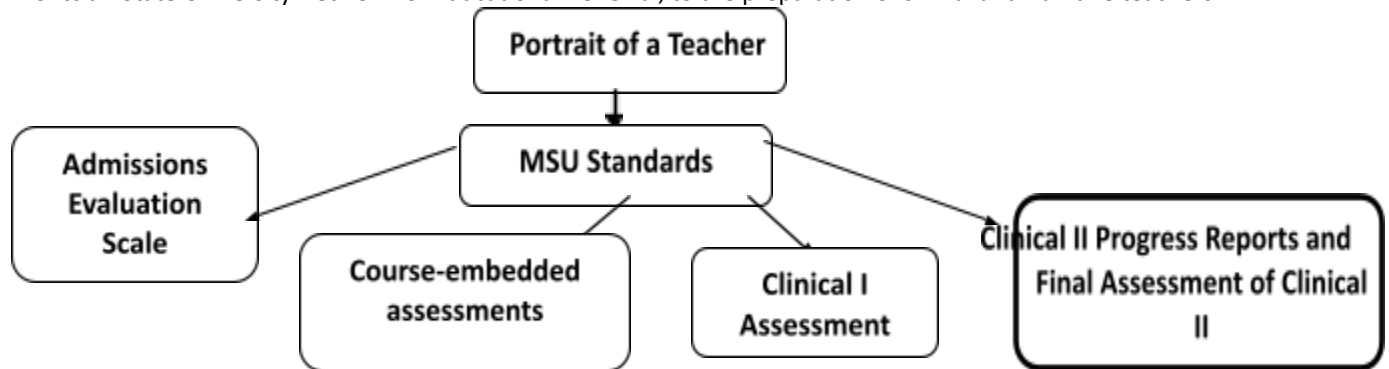
Any situation or incident where legal action is possible, and a teacher intern is involved in or witnesses the action, should be reported to the Office of Clinical Internships within 24 hours of the occurrence.



# CLINICAL II ASSESSMENT

## OVERVIEW

In addition to the daily informal feedback that cooperating teachers provide to teacher interns, there are formal assessments that the cooperating teacher completes as a representative of Montclair State University's Teacher Education Program: **Progress Reports** and the **Final Assessment of Clinical II**. The formal assessments have been designed to fit into a larger picture of student assessment that begins with admission to the program and the first Teacher Education Program course students take and ends with their program completion. The criteria for assessment are based on the MSU Standards, which in turn are derived from the *Portrait of a Teacher*. The *Portrait* reflects the commitment of the Teacher Education Program's faculty and staff, as well as the members of the Montclair State University Network for Educational Renewal, to the preparation of skillful and humane teachers.



### Montclair State University's PORTRAIT OF A TEACHER (2014)

The Montclair State University community is committed to the continuing development of teachers who strive to exemplify the knowledge, skills and dispositions reflected here 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 empathetic 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

## OBSERVATION AND CONFERENCING GUIDELINES

The following guidelines are designed to help structure the feedback that teacher interns receive from cooperating teachers and mentors.

- The primary purpose of serving as a cooperating teacher or university mentor should be to provide formative information. The goal is the improvement of instructional skills. A collaborative effort to achieve effective instruction should take precedence over an objective that focuses on summative judgments.
- Observation is designed to help promote improvement. Therefore, an observation report is not synonymous with an evaluation.
- Mentoring should be a process of mutually active involvement between the cooperating teacher, university mentors and the teacher intern. The experience should emphasize the spirit of collaboration.
- The cooperating teacher and mentors should teach more than evaluate, assist more than judge, and listen as much as they talk.
- Pre-observation data, to minimally include the objective(s) and instructional methods for a lesson, should be made available to the cooperating teacher and mentors before an observation.
- A written record of an observation should be maintained by the cooperating teacher and mentors for reference during post-conferences.
- All observations should be followed by a post conference with the teacher intern, at which time the completed Progress Report is shared with the student. Post-observation conferences should focus upon:
  - a. Description more than evaluation;
  - b. The specific and concrete observations rather than general and abstract impressions;
  - c. Instructional alternatives rather than one approach;
  - d. The relationship between the instructional methods used and the achievement of lesson objectives.
- A minimum of one full instructional period (45 minutes or more) should be the basis of a formal observation made by a cooperating teacher, education mentor, or subject mentor. The series of observations should cover a variety of the courses (subjects) taught by the teacher intern.
- Observations should be scheduled according to the Observation Schedule to ensure that interns are formally observed approximately every other week. Observations should never occur in the same week, with the exception of the joint CT-U Mentor observation. This is a pilot observation structure designed to provide an opportunity for the CT and U Mentor to have a shared dialogue with each other and the intern about the observed lesson.

## CLINICAL II ASSESSMENT

### DETERMINING A FINAL GRADE FOR CLINICAL II

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

**Final grades (issued as part of the Final Assessment) must be submitted to the Center of Pedagogy in Anthology by Friday, December 13th. Late grades can delay the teacher intern's certification and graduation.**

- There is no defined correlation between the numerical ratings and the final letter grade. 4's do not equal As, 3's do not equal Bs, and so on. We want CTs/Mentors to feel that they have flexibility regarding final grades.
- Grades provided by CTs and mentors are averaged by the Instructor of Record, Caroline Murray, to determine the overall final grade that will appear on the transcript.
  - o Undergraduates are required to receive a B- or better in Clinical Practice II and Seminar II or else they need to retake the semester. Graduate students must receive a C- or better in Clinical Practice II and Seminar II and failure to obtain a B- or better may result in dismissal from the Teacher Education Program and/or Graduate School. Therefore, if a mentor or cooperating teacher feels a grade below B- has been earned, follow-up is conducted by the intern's field team and the Center of Pedagogy Office of Clinical Internships.
  - o In the case of a grade below a B-, we ask that you contact Caroline Murray, Director of Clinical Internships, to discuss (murrayc@montclair.edu). While it is our goal and desire to fully support and prepare each teacher intern to be successful in their own classroom, ultimately it is our collective responsibility to ensure that graduates of our program are individuals who we believe will have a positive impact on the lives of students.
- Interns should not be surprised by the final letter grade they receive, even if they do not agree with that grade.
- Cooperating teachers and mentors should openly share their final grade with interns.
- The final grade should reflect the intern's abilities and progress as a teacher intern who is preparing for classroom responsibilities; interns should not be evaluated at the same level that a first-year teacher would be evaluated.

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

## COOPERATING TEACHER HONORARIUMS & PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The University offers a \$400 honorarium to cooperating teachers who have worked with a teacher intern for the full semester. The amount is prorated when two or more CTs work with the same intern.

**New cooperating teachers complete paperwork for the University's financial system. Returning cooperating teachers with no name or address changes no longer need to submit any forms. Honorarium information is available on the Cooperating Teacher web site located at**

**<https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/> .**

- **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.**

Effective fall 2024, one honorarium check will be issued for both Clinical I and II, after the intern completes the Clinical II semester. Cooperating teachers who hosted Clinical I interns in spring 2024 who are now doing Clinical II in fall 2024 will be the last group to receive separate honorarium checks for each semester.

\*\*\*Cooperating teachers hosting interns for Clinical I in fall 2024 and Clinical II in spring 2025 will be issued a \$550 honorarium in May/June 2025 for the entire year.\*\*\*

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

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

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

Nathan Cottrell manages the honorarium process and can be reached at [clinicalinternships@montclair.edu](mailto:clinicalinternships@montclair.edu) or 973-655-4110.

### **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](http://www.msuner.org) to learn more about this opportunity to grow professionally as a teacher, mentor, and teacher educator!

## TEACHER EDUCATION CLINICAL SUPPORT TEAM

	Name	Title	Phone number	Email
<b>Office of Clinical Internships in the Center of Pedagogy</b>	Ms. Caroline Murray	Assistant Director of the CoP & Director of Clinical Internships	973-655-7802	<a href="mailto:murrayc@montclair.edu">murrayc@montclair.edu</a>
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### Cooperating Teacher Resource website:

<https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>