

Rowan University
College of Education
CLINICAL PRACTICE
HANDBOOK:
A Guide for a Successful Clinical
Experience & Clinical Practice
Placement

For Clinical Interns, Cooperating Teachers & University Supervisors



1/2026 revision

Before going any further, take a minute to complete the following pages, make 2 copies, keep the original, provide one to your university supervisor and one to your cooperating teacher.

Clinical Intern Information

Clinical Intern's Name:

Clinical Intern's Email Address:

Clinical Intern's Cell Number:

Clinical Intern's Mailing Address:

In case of an Emergency Contact Name:

In case of an Emergency Contact Telephone:

University Supervisor Information

University Supervisor's Name:

University Supervisor's Email Address:

Supervisor's Cell Number:

Cooperating Teacher Information

Cooperating Teacher's Name:

Cooperating Teacher's Email Address:

Cooperating Teacher's Cell Number:

Program Coordinator Information

Program Coordinator's Name:

Program Coordinator's Email Address:

Program Coordinator's Phone Number:

Name of Department (Check the ONE that applies)

- ☐ **Content Area Teacher Education (CATE)**
- ☐ **Early Childhood, Elementary Education, and Critical Foundations (EEC)**
- ☐ **Critical Literacy, Technology, and Multilingual Education (CLTM)**
- ☐ **Wellness and Inclusive Services in Education (WISE)**
- ☐ **Educational Leadership, Administration, and Research (ELAR)**

Name of Program (Check the ONE that applies)

- ☐ Early Childhood Education (B.A. in Education)
- ☐ Elementary Education (B.A. in Education)
- ☐ Early Childhood Education in Literacy Studies (B.A. in Literacy Studies)
- ☐ Elementary Education in Literacy Studies (B.A. in Literacy Studies)
- ☐ Inclusive Education-Elementary (BAIE)
- ☐ Social Studies (B.A. in Education and B.A. in Social Studies)
- ☐ English (B.A. in Education and B.A. in English)
- ☐ World Languages (B.A. in Education and B.A. in Spanish)
- ☐ Health and Physical Education (B.A. in Education)
- ☐ Art (B.A. in Education)
- ☐ Music (B.A. in Education)
- ☐ Social Studies (CADP: 4+1)
- ☐ English (CADP: 4+1)
- ☐ World Languages (CADP: 4+1) OR World Language (MST)
- ☐ M.A. STEM OR Math (CADP: 4+1) OR Science (CADP: 4+1)
- ☐ Theatre (MST)
- ☐ Social Studies (MST)
- ☐ English (MST)
- ☐ Other _____

ROWAN UNIVERSITY COLLEGE OF EDUCATION

**Gaëtane Jean-Marie, Ph.D.,
Dean**

**Melissa Awenowicz, Ph.D.,
Assistant Dean,
Accreditation & Assessment**

**Joanne Connor, EdD.,
Senior Associate Dean of External Affairs**

**Stacey Leftwich, Ph.D.,
Associate Dean,
Educator Preparation**

Currently, the State of New Jersey requires a coherent sequence of content and education courses for certification in all program areas. Rowan provides this through its degree programs. To obtain a Certificate of Eligibility with Advanced Standing (CEAS), the candidate must complete a university supervised year-long (clinical practice) experience. At Rowan University, this means 2 semester-long experiences as defined by the individual programs as mandated by accreditation bodies. Other university requirements may apply.

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Introduction

The Rowan University year-long Clinical Practice (formerly student teaching) is designed to be the pedagogical capstone and culminating experience for teacher candidates' entry into the teaching profession. The College of Education is dedicated to academic excellence and accountable P-12 student achievement in a diverse society. **Clinical interns are prepared for the collaborative teaching experience grounded in data-based instructional decision making, continuous professional reflection, and on-going student assessment centered on learning objectives which are aligned to New Jersey Student Learning Standards.** Additionally, the College of Education's teacher preparation program is accredited by CAEP [2022] and uses the standards of CAEP, the NJ Professional Standards for Teachers, the InTASC Standards, and the Danielson Framework for Teaching (2022) to ensure its candidates meet the knowledge, skills, and competencies required of effective educators for New Jersey and beyond. It is the expectation that with guidance, preparation, and collaboration from the University supervisor, the cooperating teacher, and the clinical intern, the P-12 classroom students will have a rewarding experience, and the clinical intern will grow and mature in their profession.

In keeping with a trend toward increased use of technology, all clinical practice evaluation forms are maintained in Watermark and are submitted electronically by candidates, cooperating teachers, and university supervisors, accessed with password protected log-in details provided by the College of Education.

College of Education Vision Statement

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

College of Education Mission Statement

The mission of the College of Education is to positively impact and develop local, regional, national and global education communities by:

- ❖ collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- ❖ integrating teaching, research, and service to advance knowledge in the field
- ❖ preparing and supporting professionals through the development of knowledge, skills and dispositions with the goal of ensuring equitable educational opportunities for all learners.

Conceptual Framework for the Learning Community in Action

at Rowan University's College of Education



Program Learning Outcomes [PLO]

Initial Teacher Preparation [ITP] Program Learning Outcomes

1. Candidates know and demonstrate the content knowledge necessary to impact student learning.
2. Candidates know and demonstrate the pedagogical content knowledge and skills necessary to impact student learning.
3. Candidates know and demonstrate the professional dispositions necessary to impact student learning.
4. Candidates know and use the skills, and demonstrate a commitment, to supporting all learners, respecting individual and cultural differences and engaging in culturally responsive and inclusive teaching.
5. Candidates know how to use technology and demonstrate the technology skills to impact student learning.
6. Candidates meet all standards for state certification and licensure.

ADVanced Licensure Program Learning Outcomes

1. ADVanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the specialized content knowledge necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and/or system levels.
2. ADVanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the ability to use research and data necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and/or system levels.
3. ADVanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the professional dispositions necessary to impact student achievement and to improve programs, supports, and services at classroom, school, community, and/or system levels.
4. ADVanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the ability to use the skills, and demonstrate the commitment, to support all learners, respecting individual and cultural differences and engaging in culturally responsive and inclusive practices.
5. ADVanced candidates preparing to work in schools as teachers or other professionals know and demonstrate the use of [instructional] technology and technological skills to impact student achievement and to improve programs, supports, and services at classroom, school, community, and/or system levels.
6. ADVanced candidates preparing to work in schools as teachers or other professionals know and adhere to the laws and policies, codes of ethics, and professional standards appropriate to their field of specialization and the State of New Jersey.
7. ADVanced candidates preparing to work in schools as teachers or other professionals will meet all requirements for state certification and licensure.

ITP Professional Dispositions

The data garnered from the Education Disposition Assessment provides “multiple measures of teacher candidates [dispositions] across time to promote continuous improvement efforts based on measurable, valid, and reliable data.” Clinical Interns will self-assess their dispositions when they begin their program and at the end of CP2 using the EDA tool and Watermark platform. Beginning in Fall 2022, university supervisors and cooperating teachers will provide feedback regarding clinical interns’ professional dispositions during clinical practice.

Standards Alignment	Key Disposition
	1. The candidate demonstrates effective oral communication skills.
	2. The candidate demonstrates effective written communication skills.
InTASC 9, Danielson 4	3. The candidate demonstrates professionalism.
	4. The candidate demonstrates a positive and enthusiastic attitude.
InTASC 3 Danielson 1,3,4	5. The candidate demonstrates preparedness in teaching and learning.
InTASC 2,3,9,10 Danielson 1,2	6. The candidate exhibits an appreciation of and value for cultural and academic diversity.
InTASC 1,3,7 Danielson 4	7. The candidate collaborates effectively with stakeholders.
InTASC 9, 10 Danielson 4	8. The candidate demonstrates self-regulated learner behaviors/takes initiative.
	9. The candidate exhibits the social and emotional intelligence to promote personal and educational goals and stability

- 1-Needs Improvement: minimal evidence of understanding and commitment to the disposition for a beginning teacher
- 2-Developing: some evidence of understanding and commitment to the disposition for a beginning teacher
- 3-Meets Expectations: considerable evidence of understanding and commitment to the disposition for a beginning teacher

PLO Key Assessments

PLO1:

Candidates know and demonstrate the content knowledge necessary to impact student learning.

Assessment	Course or Timeline	Candidate Criteria	Contact	EPP Criteria
Praxis II	Prior to CP 2	Candidate will meet minimum score requirement for NJ on subject specific Praxis II Exam.	Advisor/ Transition Points Committee, Program Coordinator/ OEP	85% of candidates will score NJ minimum passing score for their Praxis II program assessment.
GPA in disciplinary coursework	Transition Points 1,2,3	Candidate will receive grades no lower than a C in all required disciplinary courses.	Advisor, Transition Points Committee, Program Coordinator, OEP	85% of candidates in each Program will receive 3.0 GPA at each Transition Point.
Exit Survey Questions: 1	Every semester during the last two weeks of Clinical Practice 2.	All ITP candidates completing programs.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 80% response rate.
Alumni Survey Questions: 1	In odd numbered years: May.	All ITP alumni 2 and 4 years after program completion. Focus Group – every fall.	Office of Accreditation and Assessment (OAA)	85% of respondents will score item at the competent level or stronger. 40% response rate.
Employer Survey Questions: 1	In odd numbered years: June.	Employers of ITP Program completers, every 2 years. Focus Group – every spring.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 40% response rate.

PLO2:

Candidates know and demonstrate the pedagogical content knowledge and skill necessary to impact student learning.

Assessment	Courses	Candidate Criteria	Contact	EPP Criteria
Impact on Student Learning Assessment	During Clinical Practice 2.	All ITP candidates will complete.	Office of Accreditation and Assessment	90% of respondents will score item at the proficient or skilled level. No students will score at the novice level.
GPA in EDU coursework	Transition Points 1,2,3	Candidate will receive grades no lower than a C in all required education courses.	Advisor, Transition Points Committee, Program	90% of candidates will receive 3.0 GPA at each Transition Point.

			Coordinator, OEP	
Clinical Practice 2 Final Evaluation	Clinical Practice 2	Candidate completing student teaching will receive Developing on all indicators	Supervisor, Transition Points Committee, Program Coordinator, OEP	80% of candidates will score a mean of 3.0 on final evaluation. No candidate will receive a score of Novice in any indicator/domain on final evaluation.
Clinical Practice Lesson Observation	Clinical Practice 2	Candidate will receive 5 clinical observations by Supervisor. Final two observations will have a minimum score of Developing on an average of items in each of the 4 domains.	OEP /Supervisor	95% of candidates will receive 5 clinical observations by the supervisor during student teaching. 85% of candidates will demonstrate development, and on the final two observations will score a minimum score of Developing on an average of the items in each of the 4 domains. All performance plans will be resolved.
Exit Survey Questions: 3, 4, 6, 7, 8, 10, 11, 12, 13	Every semester during the last two weeks of Clinical Practice 2.	All ITP candidates completing programs.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 80% response rate.
Alumni Survey Questions: 3, 4, 6, 7, 8, 10, 11, 12, 13	In odd numbered years: May.	All ITP alumni 2 and 4 years after program completion. Focus Group – every fall.	Office of Accreditation and Assessment (OAA)	85% of respondents will score item at the competent level or stronger. 40% response rate.
Employer Survey Questions: 3, 4, 6, 7, 8, 10, 11, 12, 13	In odd numbered years: June.	Employers of ITP Program completers, every 2 years. Focus Group – every spring.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 40% response rate.
PLO3: Candidates know and demonstrate the professional dispositions necessary to impact student learning.				
Assessment	Courses	Stakeholders	Contact	Criteria
Education Disposition Assessment	Transition 1: Entry Transition 2: Exit	On Exit Disposition Assessment, candidate will have no unsatisfactory dispositions.	Office of Accreditation and Assessment Course Instructor, Program Coordinator/Chair	1. Any concerning dispositions or behaviors are addressed with the candidate, advisor, supervisor, Program Coordinator, Chair. An Action Plan/Remediation Plan/Counseling Session may be implemented. 2. Through the three transitions, appropriate dispositions may be demonstrated, may develop, or may remain stable. Concerns/Issues will be investigated. 3. At exit candidate will demonstrate specificity, commitment, and value in knowledge and skills in inclusive, culturally- relevant pedagogy and practices and professionalism. At exit, candidates will demonstrate appropriate dispositions as evidenced

				by CED mean on each Disposition on the EDA of 2.5 or greater. [3.0 on previous assessment]
Completion of HIB Training Modules – Canvas	On-Going	100% of candidates will complete by CP2.	Office of Accreditation and Assessment Advisor	100% of candidates will complete 6 HIB training modules [self-paced] on Canvas platform with 80% accuracy.
Equity and Diversity Prompt Entry and Exit	Transition 1: Entry Transition 3: Exit	On exit survey, candidate will demonstrate no negative inclinations, beliefs, or tendencies towards culturally relevant pedagogy or practices.	Office of Accreditation and Assessment Course Instructor, Program Coordinator/Chair	<ol style="list-style-type: none"> Any concerning dispositions or behaviors are addressed with the candidate, advisor, supervisor, Program Coordinator, Chair. An Action Plan/Remediation Plan/Counseling Session may be implemented. Through the transitions, appropriate dispositions may be demonstrated, may develop, or may remain stable. Dramatic negative changes will be investigated. At exit candidate will demonstrate specificity, commitment, and value in knowledge and skills in inclusive, culturally- relevant pedagogy and practices <p>At exit, 90% of candidates will demonstrate dispositions that reflect inclusivity and culturally inclusive practices. [means of 3.50 or greater and 88% respondents scoring 4, 5]</p>
PLO4: Candidates know and use the skills, and demonstrate a commitment, to support all learners, respecting individual and cultural differences and engaging in culturally responsive and inclusive teaching.				
Assessment	Courses	Stakeholders	Contact	Criteria
Exit Survey Questions: 2, 19, 21, 22	Every semester during the last two weeks of Clinical Practice 2.	All ITP candidates completing programs.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 80% response rate.
Alumni Survey Questions: 2, 19, 21, 22	In odd numbered years: May.	All ITP alumni 2 and 4 years after program completion. Focus Group – every fall.	Office of Accreditation and Assessment (OAA)	85% of respondents will score item at the competent level or stronger. 40% response rate.
Employer Survey Questions: 2, 19, 21, 22	In odd numbered years: June.	Employers of ITP Program completers, every 2 years. Focus Group – every spring.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 40% response rate.
Completion of HIB Training Modules – Canvas Cultural Competence /Racial Bias;	On-Going	100% of candidates will complete by CP2.	Office of Accreditation and Assessment Advisor	100% of candidates will complete 6 HIB training modules [self-paced] on Canvas platform with 80% accuracy.

Making Schools Safe and Inclusive for LGBTQ+ Students, Bullying Recognition and Response				
Exit Survey Questions:				
PLO5: Candidates know how to use technology and demonstrate the technology skills to impact student learning.				
Assessment	Courses	Stakeholders	Contact	Criteria
Assessment needed.				
Exit Survey Questions: 5, 14	Every semester during the last two weeks of Clinical Practice 2.	All ITP candidates completing programs.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 80% response rate.
Alumni Survey Questions: 5, 14	In odd numbered years: May.	All ITP alumni 2 and 4 years after program completion. Focus Group – every fall.	Office of Accreditation and Assessment (OAA)	85% of respondents will score item at the competent level or stronger. 40% response rate.
Employer Survey Questions: 5, 14	In odd numbered years: June.	Employers of ITP Program completers, every 2 years. Focus Group – every spring.	Office of Accreditation and Assessment	85% of respondents will score item at the competent level or stronger. 40% response rate.
Proficiency Watermark platforms	On-Going	All Candidates	Office of Accreditation and Assessment Supervisor Advisor	90% Candidates will demonstrate proficiency in using the data management system.
Completion of HIB Training Modules – Canvas	On-Going	100% of candidates will complete by CP2.	Office of Accreditation and Assessment Advisor	100% of candidates will complete 6 HIB training modules [self-paced] on Canvas platform with 80% accuracy.
PLO6: Candidates meet all standards for state certification and licensure.				
Assessment	Courses	Stakeholders	Contact	Criteria
Background Check	Admissions	Candidate will produce a background/ criminal history check.	OEP Advisor	100% of recommended candidates for CP1 and 2/field experience will have a clear criminal history and background check through NJ Office of Student

			Transitions Committee PC	Protection or clearance by school district of minor offenses w/permission to engage in clinical experiences.
TB Test	Admissions	Candidate will have a negative TB Test.	OEP Advisor Transitions Committee PC	100% of candidates in CP1 and CP2 will have negative TB test results on file or cleared X-Ray to engage in clinical experiences.
Praxis Core or Exemption using SAT/ACT	Admissions	Candidate will achieve passing CORE RWM score or exemption.	OEP Advisor Transitions Committee PC	100% of recommended candidates will meet NJ Requirements – Praxis Core score RWM or SAT/ACT exemption Beginning January 2025 this will not be required -NJDOE Legislation.
Praxis II	Clinical Practice II	Candidate will achieve passing score on designated Praxis II content exam based upon NJDOE standard requirement.	OEP Advisor Transitions Committee PC	80% of candidates will pass Praxis II – NJ cut score or application of NJDOE Flexibility Rule for certification.
Satisfactory Clinical Practice 1 and 2	Certification and Graduation	Candidate will score an a minimum of 2 on each item in each of the 4 Domains on final Danielson CP2 evaluation.	OEP Advisor Transitions Committee PC	100% of candidates will complete CP1 and 100% recommended candidate will score a minimum of [Developing] on each of the items in each of the 4 domains on the final Danielson Clinical Practice 2 Evaluation.
Completion of HIB Modules in Canvas	Certification	Candidate will complete all 6 HIB modules [self- paced] via Canvas prior to CP2	Awenowicz Advisor Transitions Committee	100% of candidates will complete all modules with 80% success rate prior to CP2. Meets NJDOE HIB requirements.
GPA 3.0	Graduation/ Certification	Candidates will demonstrate a 3.0 exit GPA	Advisor, Transition Points Committee, Program Coordinator, OEP	100% of candidates will demonstrate a minimum overall 3.0 GPA at Graduation
Recommend for Graduation and Licensure		Candidate who meets all requirements will be recommended for licensure.	OEP	100% of candidates will be recommended for licensure upon graduation and submission of certification application verification.

Clinical Practice Partnerships with Rowan University

The Clinical Practice is a yearlong placement arranged by the College of Education's Office of Clinical Experiences. **All placements must be approved by the Board of School Directors in the requested district. Clinical interns and cooperating teachers are notified as soon as confirmations are received by that office.** A University supervisor will be assigned by the Department prior to the start of the semester and that person will meet with all parties a minimum of **two times during CP1 and a minimum of eight times during CP 2** of the yearlong clinical practice. **All concerns regarding clinical interns should first be addressed with the University supervisor.**

Should it be necessary, the supervisor or cooperating teacher may contact the program coordinator. A

list of coordinators can be found on the program departments' webpage,
<http://www.rowan.edu/education>.

Clinical Intern Responsibilities and Dispositions

Contact the cooperating teacher and any other district staff noted on the placement confirmation immediately upon receipt of placement information to provide your contact information and to introduce yourself.

- Learn school/district policies for allowable, professional contact with students
- Observe the cooperating teacher and teachers in other subject areas
- Understand P-12 student achievement as the primary goal of the placement
- Be on time as directed by the expectations of assigned school!
- Assume a full-time collaborative teaching load, usually by mid-semester of CP2 (mid-quarter for Music, Art, HPE)
- Meet with cooperating teacher and University supervisor for pre and post observation conferences
- Fulfill written obligations for university supervisor and the university as prescribed by program
 - i.e. lesson plans, reflections, attendance logs, surveys, etc.
- Participate in non-teaching school assignments, meetings, and/or other professional involvement opportunities.
- Dress professionally/appropriately for the setting (HPE students may wear athletic clothing)

Suggested Materials to Enhance the Clinical Practice Experience

- School/District handbooks policies regarding student contact, discipline, and other expectations
- Map of the school and location/room numbers of restrooms, media center, computer labs, teacher workrooms, classrooms, and specialty instruction areas
- Textbooks with teacher editions and curriculum guides with New Jersey Student Learning Standards
- School, teaching, lunch and duty schedules
- Faculty and staff roster listing names, email addresses and position
- Class lists and seating charts (including student IEPs, 504s, special needs, health issues, etc.)
- Health and safety information and procedures for fire drill, evacuation, security, health emergency, medications, child abuse/neglect, and first aid
- Assessment procedures, sample report cards and progress reports
- Procedures/policies for communication with parents/administration/others and sample forms
- Student discipline policies/procedures with copies of forms, letters, etc. and guidelines for sending students to the principal and how these responsibilities will be shared, transferred, and returned to the teacher
- Extracurricular opportunities
- Professional development opportunities
- Access to online and computer program used in the school, if possible

Cooperating Teacher Role and Responsibilities

Cooperating Teacher Qualifications

- Per NJAC 6A:9-10.3 District faculty assigned to supervise clinical interns shall:
 - Be approved by the principal and district office with input from the clinical intern's preparing institution of higher education,

- Have a minimum of three years of successful teaching experience, including one within the district,
- Possess a standard instructional certificate in the appropriate content area,
- Be rated Effective or Highly Effective on most recent summative evaluation,
- Have appropriate certification that coincides with the area of instruction for which the clinical intern is being prepared, and
- Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.

Cooperating Teacher Responsibilities

Please note: Cooperating Teachers ARE NOT required to relinquish full control of the classroom.

Co-teaching/Collaborative teaching is preferred.

- District cooperating teachers shall provide continuous supervision and daily feedback in a collaborative approach to teaching and learning.
- Knowledge of the basic principles and best practices of working with clinical interns and a willingness to prepare for this.
- A stated commitment to participating in the program as a professional responsibility.
- Demonstrated collaborative teaching proficiency through active membership and participation in relevant professional organizations at the state, regional, and national levels.
- Efforts to make teaching practice explicit: discuss your instructional decisions, approaches, rationale, planning, etc.
- Guidance for the candidate using collaborative discussions that focus on classroom student achievement by addressing data-based instructional decision-making methodologies.
- Guidance and support for the candidate in understanding the grade/subject curriculum at the school
- Encouragement that builds on clinical intern's strengths. Teaching is both an art and a science and not quickly mastered in the first year of actual field experiences.
- **Completion one documented observation each semester with pre and post conference.**
- **Consultations with University Supervisor through the Clinical Practice Experience, particularly on Midterm and Final Evaluation Rubrics [and SPA Evaluations, if required]**
- **Completion of a Cooperating Teacher Online Training (new cooperating teachers are required [optional for cooperating teachers who have hosted a clinical intern within the last 3 years])**
- **Completion of a Clinical Intern Survey at end of CP2**
- **Completion of a University Supervisory Survey at end of CP2**
- **Completion a Disposition /Diversity Survey on Clinical Intern at end of CP2**
- **Use the Watermark system to provide documentation regarding clinical intern progress**
- Participate in focus groups for the continuous improvement of program, if interested

Checklist in Preparation for the Initial Meeting with the Clinical Intern

- Develop an agenda for the first meeting
 - Provide a copy of the completed first two pages of this handbook
 - Goals, expectations, responsibilities (setting mutually agreed upon norms)
 - Feedback strategies
 - Meeting times
 - District policies regarding allowable, professional contact with students (DOs and DON'Ts)
- Prepare materials that the clinical intern will need to perform his/her responsibilities
- Plan to assist in setting up observations with other teachers/administrators in the school
- Ask the clinical intern to provide a profile of his/her experiences

- Previous field experiences (district, school, grade level, subject)
 - Courses taken in a particular area (e.g., child development, reading)
 - Substitute teaching experience
 - Strengths and skills that will help students learn
 - Clinical intern's expectations
 - Previous work experience, hobbies and interests
- Organize the classroom so that the clinical intern has a workplace similar to the cooperating teacher in location and area
 - Share pertinent student information such as IEPs, 504s or other special needs
 - Prepare the school community and classroom students for the arrival of the clinical intern
 - Plan for the clinical intern to lead small group activities with students on the first day and throughout the first week of school.

Clinical Placement Forms to be completed by CT

Clinical Forms due dates– Single Placements [general guidelines]

Observation of Lesson can be done any time after the 4th week of **each semester and should be coordinated with the intern.**

- **MOA should be signed electronically by all parties within the first 3 weeks of the placement.**
- Mid-Term evaluations consultation – (approximately 6 weeks after the start of the semester)
- Mid-Term SPA consultation – (approximately 6 weeks after the start of the semester)
- Final evaluations consultation– (approximately 1 week before end of semester)
- Final SPA consultation – (approximately 1-2 weeks before end of semester)
- Disposition and Diversity/Equity Survey – (approximately 1 week before end of semester)
- Cooperating Teacher Surveys (approximately 1 week before end of semester)
- NOTE: Student Surveys (approximately 1-2 weeks before end of semester)
- NOTE: US Surveys (approximately 1-2 weeks before end of semester)

Clinical forms due dates--Quarter 2/4 split placements [Art, Music, HPE] [general guidelines]

Observation of Lesson can be done any time after the 4th week of **each semester and should be coordinated with the intern.**

- **MOA should be signed electronically by all parties within the first 3 weeks of the placement.**
- Mid-Term evaluations consultation – (approximately 6 weeks after the start of the Placement 1)
- Mid-Term SPA consultation – (approximately 6 weeks after the start of the Placement 1)
- Final evaluations consultation– (approximately 1 week before end of semester)
- Final SPA consultation – (approximately 1 before end of semester)
- Disposition and Diversity/Equity Survey – (approximately 1 week before end of placement)
- Cooperating Teacher Surveys (approximately 1 week before end of placement)
- NOTE: Student Surveys (approximately 1-2 weeks before end of semester)
- NOTE: US Surveys (approximately 1-2 weeks before end of semester)

Suggested Timelines for Clinical Practice by Semester

Suggested Clinical Intern Timeline for Semester 1

*See Program handbook for the specific teacher preparation program

Suggested Clinical Intern Timeline for Semester 2

*Use the timeline below for **guidance** in sequencing & planning

- Week 1
 - Organize an initial meeting with US for signing *Memorandum of Agreement* (MOA)
 - Create a set of emergency plans
 - Discuss expectations for work: arrival and dismissal time, professional dress code, lesson plan submission, cell phone policy, etc.
 - Assist the clinical intern in setting up observations with other teachers
 - Set up a daily communication journal (to be discussed after students are dismissed)
 - Provide opportunities for clinical intern-student interaction
 - Discuss strategies for effective collaboration
 - Send letters to students, parents and guardians, and colleagues
 - Provide opportunities for candidate to work with small groups of students as early and often as possible
- Week 2
 - Plan opportunity for intern to teach a small group or a short lesson
 - Discuss an area in which the clinical intern might take the lead in the lesson
 - Engage in reflective practice/review communication journal
- Weeks 3-5
 - By week 4, the candidate should take the lead in at least two content areas; the cooperating teacher may assist with the lesson
 - Engage in reflective practice/review communication journal
- Weeks 6-8:
 - Key question: who leads and who follows in a two-teacher approach?
 - Clinical intern should teach in more content areas or sections as appropriate
 - The cooperating teacher may occasionally teach lessons as determined by the collaborative team during planning sessions
 - Students may be grouped into differentiated groups who are led by each teacher
 - Complete Clinical Practice Midterm Evaluation with US
 - Engage in reflective practice/review communication journal
 - **Complete Key Assessment: Impact on Student Learning (CP2)**
- Weeks 9-14
 - **Discuss, plan, and implement various co-teaching models as determined by classroom student needs**
 - **Clinical intern should have full responsibilities of a classroom teacher**
 - Engage in reflective practice
 - Complete Clinical Practice Final Evaluation with US
- Weeks 15-16: (Surrendering responsibilities)
 - Cooperating teacher begins to **GRADUALLY** regain full teaching responsibilities
 - Engage in reflective practice
 - Complete Performance Evaluation Rubric in collaboration with University Supervisor and Cooperating Teacher

Suggested Clinical Intern Timeline for Semester 1 Quarter Placement (8-week placement) *See program handbook for your specific program

Suggested Clinical Intern Timeline for Semester 2 Quarter Placement (8-week placement)

- Week 1
 - Organize initial meetings with US for signing *Memorandum of Agreement* (MOA)
 - Create a set of emergency plans
 - Discuss expectations for work: arrival and dismissal time, professional dress code, lesson plan submission, cell phone policy, etc.
 - Assist the clinical intern in setting up observations with other teachers
 - Set up a daily communication journal (to be discussed after students are dismissed)
 - Provide opportunities for clinical intern-student interaction
 - Discuss strategies for effective collaboration
 - Send letters to students, parents and guardians, and colleagues
 - Provide intern with opportunities to work with small groups of students or class as early and as often as possible
- Week 2
 - Discuss an area in which the candidate might take the lead in the lesson
 - Engage in reflective practice/ review communication journal
- Weeks 3-4
 - Finalize project plans with intern
 - Finalize unit plan with intern
 - Clinical intern should take the lead in two content areas
 - Ongoing co-planning, teaching, assessing and instructional decision-making
 - Engage in reflective practice/review communication journal
- Weeks 5-7
 - Key question: who leads and who follows in a two-teacher approach?
 - Clinical intern should take the lead in more content areas,
 - The cooperating may occasionally resume the lead position, as determined by the collaborative team during planning sessions
 - Students may be grouped into differentiated groups who are led by each teacher
 - **Complete Key Assessment: Impact on Student Learning**
 - **Discuss, plan, and implement various co-teaching models as determined by classroom student needs**
 - **Clinical intern should experience being the lead teacher in all content areas**
 - Engage in reflective practice/review communication journal
- Weeks 8 (Surrendering responsibilities)
 - Cooperating teacher may begin to regain full teaching responsibilities
 - Engage in reflective practice
 - Complete Performance Evaluation Rubric in collaboration with University Supervisor and Cooperating Teacher

*****NOTE: Second placement clinical interns may begin with the 3rd Week suggested timeline as clinical interns have already had a full quarter of teaching experience.***

Helpful Tips for Last Week of Clinical Practice

- If appropriate, invite building administrator in to observe clinical intern
- Offer a letter of recommendation to the clinical intern, if warranted

- Collect all textbooks and materials clinical intern borrowed
- Think about future relationships
- Assist clinical intern in closure and final goodbye to class (as age appropriate)
- Encourage clinical intern to write thank you letters to anyone in the building who was of assistance and to university supervisor

Cooperating Teacher Professional Hours and Honorarium

Field Experience	Professional Development Hours
Clinical Practice Semester 1– full semester	16
Clinical Practice Semester 2—full semester	32
Clinical Practice – Semester 1 -one quarter	8
Clinical Practice – Semester 2 -one quarter	16

- Honorarium – CP1 \$100 [beginning Fall 2026]
- Honorarium – CP2 \$100.00 [or ½ semester]
- Honorarium -CP2 \$200.00 [full semester]
- Honoraria will be processed at the end of the semester
- PD Certificates are mailed to the principal for distribution to the cooperating teacher.

University Supervisor Role and Responsibilities

University Supervisor Qualifications

- Must have taught for at least three years in a public-school setting
- Must have earned a valid teaching certificate. It is understood that the university supervisor might be a retired teacher whose certification was issued from another state or has expired.
- The teaching experience and certificate must have been in the same content area as the clinical intern.
- **Must be available to visit eight times (every two weeks at per NJDOE code) during the CP2 of the year-long clinical placement** and be available to clinical intern, cooperating teacher, or University, as needed, in case of emergency
- **Must be trained in the Danielson Framework for Teaching.**

Yearlong Clinical Practice Responsibilities (refer to MOA for program specific details)

Supervising Clinical Interns Clinical Practice1 (Semester 1)

- There should be a **minimum of 2-3 visits** in CP1 of the year-long clinical placement.
- The Supervisor should touch base with the Intern and the CT as soon as the placement is assigned. The first visit should be early in the semester and includes discussing and acknowledging the roles/responsibilities of the clinical intern, cooperating teacher and University supervisor, which is outlined in the Memorandum of Agreement (MOA).
All parties will acknowledge the MOA Watermark system.
- Except for visit 1 (MOA) and the **completion of a formal observation during visit 2, a final evaluation** must be completed in Watermark at the end of the placement.

- Anticipate and resolve problems early in the placement; administer and oversee a Remediation Plan (see below), as needed.

Supervising Clinical Interns in Clinical Practice 2 (Semester 2)

- Visit every other week (minimum of 8 visits)
- **Except for visit 1 (MOA), visit 5 (midterm evaluation) and visit 8 (final evaluation), every visit should include an observation of a full lesson (minimum of 5) observation report that is electronically submitted through the Watermark system every two weeks**
- The **midterm evaluation should occur approximately the 8th week** and should include a **conference** with the clinical intern and cooperating teacher before the evaluation is submitted electronically to Watermark.
- The **final evaluation and final grade should occur within the final week of the placement** and should include a **conference** with the clinical intern and cooperating teacher before the evaluation and the final grade are submitted electronically.
- **Depending on the program, a SPA evaluation with all appropriate electronic approvals must also be completed.**
- Guide the clinical candidate in completing Impact on Student Learning Assessment (see content program coordinator)
- Anticipate and resolve problems early in the placement; administer and oversee a Remediation Plan or 10-Day Corrective Action Plan (see below), as needed. – Communicate these to OCE when implemented and document in Watermark.
- Maintain open and frequent communication with the intern and cooperating teacher throughout the entire clinical practice year.

Suggested University Supervisor Timeline for CP2

Prior to week 1: Meet your intern, “Get to Know You”, discuss Clinical Intern Handbook, set up MOA meeting with CT, intern, and you for first week of school – preferably in person, but virtually is acceptable.

Week 1: MOA meeting – sign MOA [electronically in Watermark, make certain CT can access all electronic materials, discuss expectations, timeline, paperwork, professionalism, lesson plan submission, contact information, cell phone policy, arrival/dismissal times, strategies for effective co-teaching and collaboration]

Week 2-7: Observation Visits every other week visit the candidate at the school site and conduct a full lesson observation which includes a pre and post conference [on-site or virtual]. **The observation report must be submitted electronically on HelioCampus within 1 week of the observation.**

On weeks that you are not visiting engage with your candidate over email, phone, and virtual ways to provide support, check in, and answer questions.

Ensure candidate is teaching small groups, short lessons, and slowly engaging in more responsibilities.

Anticipate and resolve problems early in the placement – troubleshoot concerns.

Email CT to touch base.

By Week 4, the candidate should take the lead in at least two content areas or preparations.

Week 7-8: Organize the Midterm Evaluation Meeting Complete Clinical Practice Midterm Evaluation – Submit to Watermark. Set goals with the intern.

Weeks 9-14: Observation Visits complete your third, fourth, and fifth observations. Ensure that the candidate is working on goals set up during the mid-term conference.

Support the intern as they complete the Key Assessment: Impact on Student Learning in weeks 7-10 [if they do not pass, they still have time to resubmit during weeks 11-13]. You and the CT may provide feedback and guidance as interns

complete the Impact on Student Learning. Please score this Key Assessment within 10 days of submission so interns can revise and resubmit sections [or all] should they need to for passing scores.

Be in close contact with the CT regarding intern's performance. Support and moderate any issues as they arise – discuss with program coordinators – Early Action is critical. Anticipate and resolve problems as early as possible: administer and oversee 10 Day Corrective Action Plan if needed

Clinical Interns should have full responsibilities of a classroom teacher for a portion of this time.

Week 15-16 Complete Clinical Practice Final Evaluation – Schedule final conference with CT and intern. Complete Final Performance Evaluation Rubric with CT in Watermark.

The final evaluation and grade should occur within the final week of placement and should include a conference with the intern and CT prior to submission.

Depending on the program, a SPA evaluation (midterm and final) may also occur during CP2.

NOTE: All observations must be completed in-person except under extenuating circumstances.

Quarter Placements Clinical Practice Responsibilities

Quarter placements require two different placements.

- Clinical interns should be **visited a minimum of 2 visits per quarter**. These visits include discussing and agreeing to the roles/responsibilities of the clinical intern, cooperating teacher and University supervisor, which is outlined in the MOA. All parties will acknowledge the MOA using the Watermark system.

Semester 1 Clinical Interns

- **In placement one, except for visit 1 (MOA), every visit should include an observation of a full lesson (minimum of 3 full observations) and a midterm evaluation (week 4 or 5), which must include a conference with the clinical intern, cooperating teacher and University supervisor.**
- **Except for visit 1 (MOA) in each placement, at least 1 observation of a full lesson and a final evaluation must be completed and submitted electronically in Watermark before the end of each quarter.**
- Anticipate and resolve problems early in the placement, administer and oversee a Remediation Plan, as needed.

Semester 2 Clinical Interns

- **In placement two, except for visit 1 (MOA), every visit should include an observation of a full-lesson (minimum of 2) observation report must be submitted electronically to Watermark.**

The final evaluation and final grade should occur within the final week of the placement and should include a conference with the clinical intern and cooperating teacher before the evaluation and the final grade are submitted electronically to Watermark.

- Depending on the program, a SPA evaluations with all appropriate electronic approvals may also be completed. This can be found in the specific program handbook and in Watermark.
- Anticipate and resolve problems early in the placement; administer and oversee a Remediation Plan or 10 Day Corrective Action Plan, as needed

Clinical Intern Performance Assessments

Content Knowledge Assessments:

HIB Training: required for NJ Teaching Licensure. All initial certification students will receive access to the 6 Harassment, Intimidation, and Bullying Modules on Canvas when they get accepted into the Teacher Education Program. These are self-paced modules and range from approximately 15 – 35 minutes each, followed by a short quiz. They may be completed in any order. All modules must be completed by the intern prior to Clinical Practice 2 with passing quiz scores of at least 80% on each quiz. Modules may be repeated if necessary. This is in effect for candidates graduating in 2026 and thereafter. These modules are of no cost to candidates.

Modules:

1. Cultural Competence and Racial Bias
2. Bullying: Recognition and Response
3. Child Abuse: Identification & Intervention
4. Online Safety: What Every Educator Needs to Know
5. Making Schools Safe and Inclusive for LGBTQ+ Students
6. Child Abuse: Mandatory Reporting

Direct questions to Dr. Awenowicz, Awenowicz@rowan.edu

Praxis Licensure Exams

To progress in the teacher education program and ultimately be recommended for certification, candidates must take and pass a series of licensure tests required by the NJDOE.

Praxis II, a content knowledge subject test **must be attempted prior** to entering Clinical Practice. At this point candidates **do not need to pass the Praxis II to proceed to Clinical Practice or to graduate from Rowan University.** However, **candidates must pass the appropriate content knowledge praxis exam in the specialized area of certification to be recommended for certification.**

The responsibility for fees and registration for these exams are the candidates.

Attention PRAXIS EXAM TESTERS:

Chapter 393 and supplementing chapter 26 of Title 18A of the NJ Statutes indicates "each educator preparation program shall include in its tuition and fees bill an **optional lab fee** that a student may opt to pay which shall be applied towards the cost of the students completing the tests required for instructional certification."

Please complete [this form](https://docs.google.com/forms/d/1HqxfiVLzK7PJ-WA7WWkGmm93AARS_bdiziHgJkOpnhc/edit) (https://docs.google.com/forms/d/1HqxfiVLzK7PJ-WA7WWkGmm93AARS_bdiziHgJkOpnhc/edit) each semester to indicate if you would like your testing fees added to your student billing account. You must be enrolled during the term during which you request the exam fees be added to your student billing account. This form should be completed PRIOR to REGISTERING FOR THE PRAXIS EXAM - YOU MUST OBTAIN THE VOUCHER FROM THE COLLEGE OF EDUCATION BEFORE YOU REGISTER FOR THE EXAM. You are NOT eligible to be reimbursed for any Praxis or licensure exam. Your voucher will be non-transferrable, non-renewable, and valid for one year.

Deadlines

For Use in Fall term: July 1 (register to test from September - December)

For Use in Spring term: December 1 (register to test January - May)

For Use in Summer term: April 1 (register to test June-August)

Assessments of Pedagogy:

Observations, Midterms and Final Evaluations

The College of Education uses the Danielson Framework for Teacher Evaluation, 2022. All assessments for observations, midterms and final evaluations are accessed through the Watermark platform. Cooperating teachers, clinical interns, and university supervisors will log onto Rowan's secure network using their username and password.

University supervisors are to collaborate with the cooperating teacher when preparing for a clinical intern observation. The following information provides suggestions for conducting a pre-conference and post-conference, which should take place prior to and after each formal observation.

Suggestions for Pre-Observation Conference: via face to face, videoconference, Zoom, Skype, FaceTime, telephone conference, etc.

- Review plans for the lesson
- Discuss
 - Objectives and how they relate to students
 - Relationship to previous lessons or connection with clinical intern's prior experiences
 - Activities students will complete during the lesson
 - Students' behavioral expectations
 - Assessment of student learning
- Prepare clinical intern to accommodate individual differences
- Determine student follow-up after lesson
- Point out potential concerns about the lesson or suggestions for revision
- Establish a particular focus for the observation
- Suggested Questions for Pre-Conference
 1. How does this lesson connect or fit in the sequence of learning for the curriculum, course, or unit of instruction?
 2. What do you want students to understand and/or accomplish in this lesson?
 3. How and when will you know whether the students have learned or achieved what you have intended?
 4. Briefly describe the students [and context] of this class, including those with special needs and challenges and uniqueness.
 5. How have you considered context and particular students' needs and abilities in planning the lesson?
 6. Is there anything that you would specifically like me to observe during this lesson?

Suggestions for Post-Observation Conference

- Share impressions of the lesson
- What aspects of the lesson were effective?
- What has been learned from the lesson?
- What would be changed? Why?
- To what extent was instructional objectives achieved?
- How was or will student learning be assessed?
- If the lesson was to be taught again, what would be repeated; what would be changed?
- What would be next to improve and or extend student understanding?
- Set Goals: what, in particular, should be the focus of the clinical intern for the next observation?

Suggestions for Midterm and Final Evaluation

- Share impressions of lessons throughout the experience
- Share impressions of role, expectations and responsibilities throughout the experience
- Have intern discuss what has been learned throughout the experience
- Have intern discuss what is working well throughout the experience and why?
- Have intern discuss what is challenging throughout the experience and why?
- Have intern discuss how the domains outlined in the Danielson Framework are being achieved and the support/feedback provided by cooperating teacher and University supervisor

Impact on Student Learning Key Assessment

This key assessment, designed to be administered during Clinical Practice 2, enables candidates to demonstrate their impact on student learning, analyze the relationship between teaching and learning, and use reflection to improve professional practice and enhance student learning.

During this Performance-Based Key Assessment, the candidate will:

- Consider context in planning instruction/making instructional decisions
- Identify key objectives, standards, and content for targeted learning
- Plan and implement at least 1 lesson plan
- Analyze evidence of student learning
- Reflect on his/her teaching effectiveness/impact on student learning

This Key Assessment must be completed by each candidate during CP2. A score of .

Timeline and Reminders of Submitted Materials in Watermark for CP2

Supervisors, please ensure that the CT and Candidate have completed the items on their lists prior to the end of each semester.

Candidate:

- Memorandum of Agreement Tab: first week of placement
- Lesson Plans: for each Observation with US 5 minimum and CT 1 minimum-submit 1 lesson plan and materials to observer AND load into Watermark
 - Observation #__ date.Title.Last Name of Observer
- Surveys:
 - During the last two weeks of your experience, please complete the following surveys:
 - Survey of US by clinical intern
 - Survey of CT by clinical intern
 - Educator Disposition Assessment
 - Diversity and Equity Prompt
 - Exit Survey of Teacher Preparation Program

These surveys are confidential and must be completed prior to the end of CP2.

Supervisor:

- Memorandum of Agreement -first week of placement
- Observations 1-5 with Pre and Post Conference – scheduled intermittently during weeks 2 through 14 of placement – ***upload documentation into Watermark as observations are completed. Additional observations added as needed.***
- CP2 Final Evaluation – last two weeks of placement ***in consultation with the cooperating teacher.***
- SPA Addendum [if required] - last two weeks of placement ***in consultation with the cooperating teacher.***
- ***Educator Disposition Assessment, Diversity and Equity Survey, Survey of Cooperating Teacher*** – complete each during the last two weeks of the placement/semester.

CT:

- Memorandum of Agreement – first week of placement
- 1 Observation with Pre and Post Conference – scheduled midway through the placement -***upload documentation into Watermark as completed.*** Additional formative observations throughout placement are expected though formal documentation not required.
- CT/Mentor Final Evaluation -last two weeks of placement ***in consultation with the University Supervisor, collaborate on the CP2 Final Evaluation***
- CT/Mentor SPA Evaluation Addendum [if available] - last two weeks of placement ***in consultation with the University Supervisor, collaborate on the SPA Addendum***
- ***Educator Disposition Survey, Cooperating Teacher Survey, Survey of US by CT-*** complete during the last two weeks of the placement/semester

Important Information and Policies

Appropriate Attire and Appearance

The policies and culture of each individual school and the nature of the instructional activities define

appropriate dress and grooming. Clinical interns are expected to maintain standards of dress and appearance that meet these established policies of local schools and not those of the college campus as well as standards of dress that promote professionalism, the educational professional, and serve as positive role models for students and the community. Rowan University CED clinical interns are expected to exceed the schools' expectations for appearance and behavior. Interns should dress professionally in schools: slacks/pants, skirts, dresses, blouses, collared shirts, ties (if applicable), etc. **It is the clinical intern's responsibility to become familiar with the school's expectation for faculty appearance, however, many experienced faculty have adopted an exceptionally casual attitude towards their appearance that may not be appropriate for a clinical intern who is trying to establish a professional presence in the classroom.** For example, some schools allow staff to wear clothing such as T-shirts, sweatshirts, or denim on select days; other schools do not allow denim at all. When wearing denim or t-shirts, be aware that black or dark denim is much more professional than light and (in the classroom) denim should never have rips or holes and t-shirt messaging should always be appropriate.

Clinical interns should make certain their appearance and hygiene are neat and clean, reflecting professional choices.

Choices in attire and hygiene will absolutely influence your classroom management and rapport with students. Dress to command the classroom – dress professionally, to command respect.

IT WORKS.

Attendance

Attendance is expected at the school or clinical site during CP1 and CP2; this is what the clinical intern has been working towards; the intern should be eager and enthusiastic to begin putting everything learned into practice! A clinical intern should be absent only in case of illness or unavoidable emergency. **The clinical intern must notify the cooperating teacher or principal [according to school procedure] and the University supervisor as soon as possible [before, if possible] the pending absence.** It is sometimes necessary for the clinical intern to be absent because of university-related events in which the intern is an indispensable participant. These absences must be **pre-approved by the University supervisor and planned with the cooperating teacher well in advance to provide for the required adjustments in responsibility. All absences must have documentation: court, funeral, physician. Any missed days in CP2 must be made up [see below].**

Policy for Adjusting Required Days/Hours for Clinical Experiences/Practice Placements

The process for obtaining a Clinical Experience/Practice placement begins months in advance to allow for the necessary time it takes to confirm appropriate approvals from P12 partners. To remain in good standing with partners as well as to adhere to New Jersey Department of Education's teacher preparation and certification requirements, a request for changes must be kept to an absolute minimum. The College of Education recognizes that situations arise that cannot be prevented, such as illness, emergencies or other events out of the clinical intern's control. **In the event it becomes apparent a clinical intern will not meet the required days/hours of a Clinical Experience/Practice placement, the following policy must be adhered to:**

1. It is the clinical intern's responsibility to notify the University supervisor immediately and provide appropriate documentation to support the need for adjusting required days/hours of placement.
2. The University supervisor will notify the program coordinator and the coordinator will make the determination if the adjustment should be approved or denied.
3. If approved, it is the clinical intern and University supervisor's responsibility to arrange with the school administrator and cooperating teacher a mutually agreeable time to make up any missed days/hours.
4. If the school administrator requires official notification from the university, the program coordinator should provide this documentation.
5. If the school administrator requires district level approval, the program coordinator will notify the Office of Clinical Experiences and a member from this office will obtain the appropriate approvals.
6. **Any time made up due to missed days/hours must be clearly documented on the College of Education's Attendance Log, with appropriate signatures.**

7. Any misrepresentation of the College of Education's Attendance Log will be considered an academic integrity violation and will be reported to the Rowan University Academic Integrity Review Board. See the following link to the **Academic Integrity Policy**.
8. If the request is denied by:
 - a. P-12 partners then attempts will be made to secure a new placement by the Office Clinical Experiences, but there are no guarantees, and the clinical intern will have to complete the Clinical Experience/Practice without missing days/hours or delay the placement by a semester or more.
 - b. The program coordinator then will inform the clinical intern of the decision and the clinical intern must either complete the placement without missed days/hours or delay the placement by a semester or more.

Clinical Experiences/Practice Attendance Recovery Plan

Prior to the initiation and implementation of a Clinical Experiences/Practice Attendance Recovery Plan, the University supervisor must discuss the plan with the clinical intern, cooperating teacher and program coordinator.

Start Date of Plan:

End Date of Plan:

Clinical Intern:

Cooperating Teacher:

Supervisor:

School Placement:

This Attendance Recovery Plan is designed in collaboration with the University supervisor, cooperating teacher, and the clinical intern named above to recover days/hours missed in the Clinical Experience/Practice placement. All clinical interns must meet expectations of all indicators prior to the end of the semester. This plan must be approved **10 days prior** to any expected absence including University athletic events, appointments, or other anticipated events. **Vacations or travel plans are not valid requests and will result in the clinical intern being unable to complete the Clinical Experiences/Practice as scheduled.**

Also, during the Clinical Experiences/Practice placement, clinical interns follow the school/district calendar. For unexpected absences that cannot be prevented, such as illness, emergencies or other events out of the clinical interns control, an Attendance Recovery Plan should be completed upon returning to the Clinical Experiences/Practice placement. The clinical intern and cooperating teacher will maintain an **Attendance Log** found below that indicates the clinical intern's planned recovery days/hours. The University supervisor will review the log with the clinical intern and send it via email to the program coordinator. An infraction of any kind of this plan will require an **Eligibility Meeting** on campus with the clinical intern, University Supervisor and Department Chair. Please note this plan must be approved by all parties listed below prior to implementation.

Date(s) of Absences:

Reason for Absences (Be as detailed as possible and attach appropriate documentation(s)):

Explanation of when days and hours will be recovered:

Signatures for Approval:

Role	Print Name	Signature	Date
Clinical Intern			
Cooperating Teacher			

University Supervisor			
School/District Administrator			
Program Coordinator			

College of Education Attendance Log

In the form below, indicate the date days were missed, the number of hours missed, the date of recovery, the hours of recovery and a log of the activities to make up the missed days/hours.

Date of Missed Days	# of Hours Missed Logged	Date of Recovery	Hours of Recovery	Activities to makeup missed days and hours

Signatures Upon Successful Completion of Attendance Recovery Plan:

Role	Print Name	Signature	Date
Clinical Intern			
Cooperating Teacher			
University Supervisor			

Confidentiality

Teachers and other education professionals regularly work with confidential information in the context of schools. Confidential information can include student grades, health records, academic records, IEPs, family histories, and more. **Clinical interns are held to the same legal and professional standards as full-time teachers about confidential information.** In accordance with the *Family Educational Rights and Privacy Act (FERPA)*, *clinical interns must refrain from discussing information related to the students with whom they are working with individuals who are NOT directly involved with the students' educational experience.* FERPA training is provided to clinical interns prior to the clinical experience. Questions from the clinical intern regarding confidentiality policies should be directed to the cooperating teacher or University supervisor. **When discussing situations from clinical practice in seminar, no student names or identifying information should ever be used.**

Social Media Policies and Guidelines

Clinical Interns:

***It is NOT appropriate to post information, photos, or videos of students and classes on any social media. Students have a right to privacy and by taking their pictures and posting them during or after your student teaching experience you are violating their privacy. This is strictly prohibited.**

You should refrain from posting any information about your student teaching on any social media as this is a violation of professionalism.

***Do not communicate or “friend” students on social media as this can be construed as a violation of ethical practices.**

***It is strenuously suggested that you make certain that anything posted on social media does not infringe on your reputation or cast you in a questionable light: avoid photos/videos that demonstrate drinking alcohol, lewd behavior and situations, inappropriate clothing, compromising situations or that may be poorly or misinterpreted by students, parents, the community, and most importantly, potential employers.**

Professionalism

Clinical interns must always conduct themselves in a manner that is consistent with professional, ethical, and moral standards as stated in the Rowan University College of Education Dispositions. **Failure to do so may result in Corrective Action Plans or termination of CP1 or CP2.** Sometimes in school settings, clinical interns may observe questionable practices and actions in regard to race, religion, gender, equity, and sexuality. It is important to remember that public schools are not forums for individual expressions and personal agendas. If one observes what one believes is inappropriate behavior, practices, or beliefs that differ from one's own, the clinical intern should contact the university supervisor, their program coordinator, or the Director of Clinical Placements.

Additionally, clinical interns should refrain from contact with their students outside of the classroom or school functions. This includes communication through electronic sources other than school email for the purposes of relaying school assignments and answering students' academic questions. For example,

communicating with students through a social network medium such as Twitter, Facebook or others is considered inappropriate contact. Also, clinical interns should not convey to students any personal websites, personal spaces, blogs, etc. that he or she may have developed.

Clinical interns should avoid any comments or posts on social networking sites [Facebook] about their students, cooperating teacher, or school placement. This is a public forum that can be seen by others and taken out of context.

Substitute Teaching

Beginning September 1, 2021, students holding a substitute certificate may be able to work as a substitute teacher in a district on the days that they are NOT conducting their clinical work in CP1. As with the previous policy, interns are NOT allowed to use days where they are substituting for the district in lieu of a clinical placement assignment.

Please note this change in policy as you prepare for the upcoming school year. For more information on how to apply for a substitute certificate, visit the [State of NJ Department of Education's Guide for Substitute Credentials](#).

If you have questions about this recent policy change, please contact TPC@rowan.edu.

Restorative Clinical Experiences/Practice Action Plans/

Policy for a Remediation Plan of a Clinical Experience Placement

(All Courses with fields and Semester 1 of Clinical Practice)

(Removing a Candidate from Field/Clinical Placements)

There are a variety of circumstances leading to a Remediation Plan for Clinical Experiences. Prior to implementing a Remediation Plan, the University supervisor must communicate with the cooperating teacher, and/or school officials, and the clinical intern to discuss the rationale for a plan. **Once implemented, the Remediation Plan is continuous until the placement is complete. A district/school can, at any point, terminate a clinical placement for any reason. In the event of immediate removal, the College of Education must comply immediately with this request. Remediation Plan or 10-day Improvement Plan MUST be implemented prior to the College of Education initiating a removal from the placement. If a Remediation Plan was not implemented prior to a district/school removal request, the Clinical Intern will be provided a new placement and a support plan will be implemented immediately if circumstances warrant – decisions will be made on a case by case basis in consultation with the Program Coordinator and the Dean's Office.**

A University Supervisor initiates a Support Plan (Remediation or 10-Day Improvement Plan) either when they notice issues or concerns, when concerns are identified by the CT or school site, or when determined by a meeting of the intern's program coordinator, supervisor, faculty, etc. To complete a Support Plan, all parties should be notified and documentation in the Watermark template should be made to the Assessment Coordinator.

Some guidelines for implementing a Support Plan include:

- If, after the second visit, but no later than the third visit, a clinical intern is being challenged or experiencing difficulties, a Support Plan should be implemented by the US.
- If there is an immediate area(s) of concern by the cooperating teacher, district/school official, and/or University supervisor, a Support Plan should be implemented by the US.
- If a clinical intern is consistently receiving novice ratings on observations with very little growth, progress, and demonstration of understanding, a Support Plan should be implemented.

If, after a Remediation Plan has been implemented and the clinical intern remains unsuccessful in

meeting the plan's terms or unsuccessful in his/her clinical placement, the policy outlined below will be followed.

If, after the Remediation Plan has been implemented with no success, the program coordinator will review the plan to prepare for the next course of action.

IMPORTANT: It is the responsibility of the clinical intern to comply with **ALL conditions, criteria, and indicators stated** within the Remediation Plan.

Any infraction may result in **immediate discontinuance** of the clinical experience or practicum.

1. A meeting is held with the clinical intern, supervisor, and program coordinator, and Dean's Office representative. At this meeting, the following options may be made:

- Clinical Experience placement is recommended to be repeated in the current or a new placement site.
- Clinical Experience placement is repeated after a revised Remediation Plan has been created and implemented.
- Clinical Experience placement is not recommended to be repeated and clinical intern should meet with his/her advisor to determine his/her options.

IMPORTANT: If the recommendation is for decisions a or b above, the Office of Clinical Experience (OCE) will provide the following placement options:

- a. Once the initial meeting has taken place, the program coordinator is responsible for completing a status report with appropriate notifications (department chair, program coordinator, University supervisor and clinical intern, Dean's Office [OCE and Assistant Dean of Assessment]). A copy should be filed with the department, sent to the Office of Educator Support and Partnerships and to the clinical intern's program advisor. If the placement is terminated for the semester and supervision is no longer required, the Program Coordinator will make the necessary arrangements to prorate and discontinue the university supervisor's payment.
- b. Once a decision has been made, it is the responsibility of the OCE to alert, by email, all parties involved in the clinical practice partnership: a) clinical intern, b) building principal, c) University supervisor e) advisor and f) cooperating teacher.
- c. In addition, Clinical Practice will follow Rowan University's Class Repeat Policy found at the link below: <https://confluence.rowan.edu/display/POLICY/Repeating+a+Course+Policy>.
- d. Clinical Practice may not be taken more than twice, including withdrawals, unless approval from the department chairperson is granted. The ***approval by the chairperson is for one repetition of the course (following the second attempt)***, and each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions.

Support Plans

Template of a Remediation Plan Report Used for CP1 or Clinical Experience Courses

Student Name: ____

Course Name: ____

Placement (School/District): _____

Once a Remedial Plan is implemented, the plan is continuous until placement is complete.

If additional goals are required, the plan may be revised accordingly.

Goal	Plan	Measured Success	Review	Comments	Deadline for Implementation	Successful/ Unsuccessful by deadline
<i>Ex: Clinical intern will write a daily to-do list to minimize anxiety.</i>	<i>Ex: Before the day begins, clinical intern will review the to-do list, which will be written one day prior.</i>	<i>Ex: 100 % of the time</i>	<i>Ex: Once a week, clinical intern will check-in with his/her university supervisor to inform him of how the daily to-do lists are working</i>	<i>Ex: Clinical intern should establish this list in conjunction with his/her cooperating Teacher's feedback/ notes at the end of the school day.</i>	<i>Ex: Clinical intern must successfully implement within the next 4 school visits</i>	<i>Ex: Yes</i>

A copy of this plan should be forwarded to the Office of Clinical Experiences (OCE) and a meeting should take place to ensure a new placement can be secured (if applicable).

**Meeting with the OCE took place on:
It was determined:**

Student Signature/Date:

Department Chairperson Signature/Date:

Supervisor Signature/Date:

Program Coordinator Signature/Date:

Plan Review Date:

Decision to Continue or Dismiss:

Additional Notes (use the back or attach additional information):

Policy for a 10-Day Corrective Plan of Clinical Practice Placement (Semester 2 of Clinical Practice)

There are a variety of circumstances leading to a clinical intern being discontinued from a Clinical Practice placement. **Prior to a discontinuance, the Clinical Practice University supervisors must communicate with the cooperating teacher, school officials and the clinical intern to discuss the rationale for a discontinuance.** A district/school can, at any point, terminate the clinical placement for any reason. In the event of immediate removal, the College of Education must comply immediately with this request.

Unless the Clinical Intern has been removed immediately at the request of the district/school, a 10-day plan must be implemented prior to a discontinuance. If the 10-day plan was not implemented prior to a district/school removal request, the clinical intern will be provided a new placement and a 10-day plan may be implemented within least 2 weeks after the new placement unless extenuating circumstances are present – this will be determined on a case by case basis.

Some guidelines for implementing a 10-day plan include:

- a. If, after the second observation, but no later than the third observation, the Clinical Intern is receiving consistent Does Not Meet Expectations in the same indicators, a 10-day plan should be

implemented.

- b. If, after the midterm evaluation, the clinical intern received more *Does Not Meet Expectations* than *Meets Expectations*, a 10-day plan should be implemented
- c. If there is an immediate area(s) of concern by the cooperating teacher, district/school official and/or supervisor, a 10-day plan should be implemented

If after a 10-day plan has been implemented and the clinical intern is unsuccessful in meeting the plan's terms or unsuccessful in his/her clinical practice placement, the policy outlined below will be followed.

1. If after the 10-day plan has been implemented with no success, the program coordinator will review the plan to prepare for the next course of action.

IMPORTANT: It is the responsibility of the clinical intern to comply with **ALL** indicators within the 10-Day Plan, on each and every day of the Plan. Any infraction will result in **immediate discontinuance** on a case by case basis.

2. A meeting is held with the clinical intern, University supervisor and program coordinator. At this meeting, the following decisions can be made:

- Clinical practice is recommended to be repeated in the current or a new placement site
- Clinical practice is repeated after a remediation plan has been created and implemented
- Clinical practice is not recommended to be repeated and clinical intern should meet with his/her advisor to determine the intern's options.

Withdrawal from Clinical Practice for any reason may affect student financial aid.

IMPORTANT: If the recommendation is for decisions a or b above, the Office of Clinical Experience (OCE) may provide one of the following placement options:

- a. Once the initial meeting has taken place, the program coordinator is responsible for completing a status report with appropriate notifications (department chair, program coordinator, University supervisor and clinical intern, Dean's Office [OCE and Assistant Dean of Assessment]). A copy should be filed with the department, sent to the Office of Educator Support and Partnerships and to the clinical intern's program advisor. If the placement is terminated for the semester and supervision is no longer required, the Program Coordinator will make the necessary arrangements to prorate and discontinue the university supervisor's payment.
- b. Once a decision has been made, it is the responsibility of the OCE to alert, by email, all parties involved in the clinical practice partnership: a) clinical intern, b) building principal, c) University supervisor e) advisor and f) cooperating teacher.
- c. In addition, Clinical Practice will follow Rowan University's Class Repeat Policy found at the link below: <https://confluence.rowan.edu/display/POLICY/Repeating+a+Course+Policy>.
- d. Clinical Practice may not be taken more than twice, including withdrawals, unless approval from the department chairperson is granted. The ***approval by the chairperson is for one repetition of the course (following the second attempt)***, and each repetition will require separate approval. Previous approval is no guarantee of approval for future repetitions.

Sample of a 10-Day Corrective Plan Report

Prior to the initiation and implementation of a 10-Day Plan the supervisor must discuss the plan with the clinical intern and cooperating teacher

Start Date of Plan:

End Date of Plan

Clinical Intern: _____ Cooperating Teacher: _____

Supervisor: _____ School Placement: _____

This 10-Day Plan is designed in collaboration with the University supervisor, cooperating teacher, and the clinical intern named above to improve his/her performance in the clinical practice experience. The plan is intended to assist said clinical intern in meeting standard(s)/indicator(s) of the *Clinical Practice Performance Evaluation Rubric*. All clinical interns must meet expectations of all indicators prior to the end of the semester. The cooperating teacher will maintain a daily feedback log on the clinical intern's progress with each performance indicator of concern, review it with the clinical intern, and send that log via email to the University supervisor and clinical intern. An infraction of any aspect of this plan will require an eligibility meeting on campus with the clinical intern, University supervisor and department chair.

Ref. #	Performance Indicator(s) of concern _____	Evidence of Improvement	Due Date
5.1	Does not consistently provide expectations of behavior and does not follow through with appropriate consequences.	Clinical intern knows exactly what behavior is expected. Teacher posted behavioral expectations on bulletin board. Teacher has appropriate set of consequences for misbehavior.	
4.1 5.1	Classroom instruction lacks understanding of developmental differences in students' learning needs.	Uses appropriate instructional strategies to meet the needs of individual learners.	
6.5	Pace and flow of class instruction is too slow and permits too much nonproductive time.	Instruction shows smooth pacing and makes best use of teaching time.	

Appeal/Grade Dispute Process

In collaboration with our district partners, students, and alumni, the College of Education is currently in the process of creating an appeal committee and process to address student concerns and issues. While engaged in this effort, we will defer to the Rowan University Grade Dispute policy procedure to resolve student concerns and issues:

It is the responsibility of the classroom instructor to evaluate each student's work and to assign a grade which is a fair and valid measure of the student's achievement in the course. **The university supervisor [in consultation with the cooperating teacher] assign grades for CP1 and CP2.** In the event of a dispute over an assigned grade, the student will document in writing the rationale for the grade dispute. The student must provide a copy

of his or her perception of the dispute to the instructor and the department chair. It will then become part of the permanent record concerning the dispute. This document must be signed and the date of the transmittal to the instructor and the department chair noted on the document.

The time limit for initial confirmed contact of the professor who awarded the grade is twenty (20) business days, not including summer, into the semester following the one in which the grade was recorded. If the professor is unavailable or fails to respond by the 30th business day of the semester students have an additional ten (10) business days to contact the department chair.

Where the department chair and the instructor are one and the same, twenty (20) business days suffice before the student can move on to the next step.

Department Level:

1. The student and the instructor will meet to attempt resolution of the disputed grade. If the instructor is no longer accessible for any reason (e.g., prolonged illness, no longer at Rowan), the student may continue the process as noted in this policy by first meeting with the department chair (see 1 b),
2. If the matter is not resolved, the student and the instructor will then meet with the department chair, who will act as a facilitator, to determine if resolution is possible. If the dispute cannot be resolved informally, faculty will continue to be available to assist in the resolution of the dispute.

College Level:

If the issue is not resolved at the department level, within ten (10) business days from the time the department chair is informed of the dispute; the student shall schedule a meeting with the appropriate academic dean within five (5) business days of the departmental decision and will provide, in writing, the rationale for the grade dispute. The academic dean will attempt to effect a reconciliation between the two parties within ten (10) business days of receiving the student's written rationale for the grade dispute. Pertinent documentation provided by the instructor and the student shall form the basis for discussion at this stage.

For additional information on the University's grade dispute policy please refer to this link:
http://www.rowan.edu/provost/policies/documents/GradeDisputePolicy_001.pdf

Important Information Prior to Graduation

Graduation Applications

If you are completing your program requirements and intend to graduate at the completion of your clinical practice year, you must apply to graduation. Please visit the Office of University Registrar's webpage for deadlines and application instructions.

Certification Applications

Certification and graduation are two separate application processes. As a courtesy service to our candidates, the College of Education offers the opportunity for candidates to apply for certification through the Office of Clinical Experiences. Certification information, including deadlines and applications, can be found on the Office of Clinical Experiences webpage. Certification applications must be submitted by the specified deadlines. Applications will not be processed until after all certification requirements have been met, including, degree conferral, completion of all program requirements and successful completion of the final performance assessment.

Important Information After Graduation

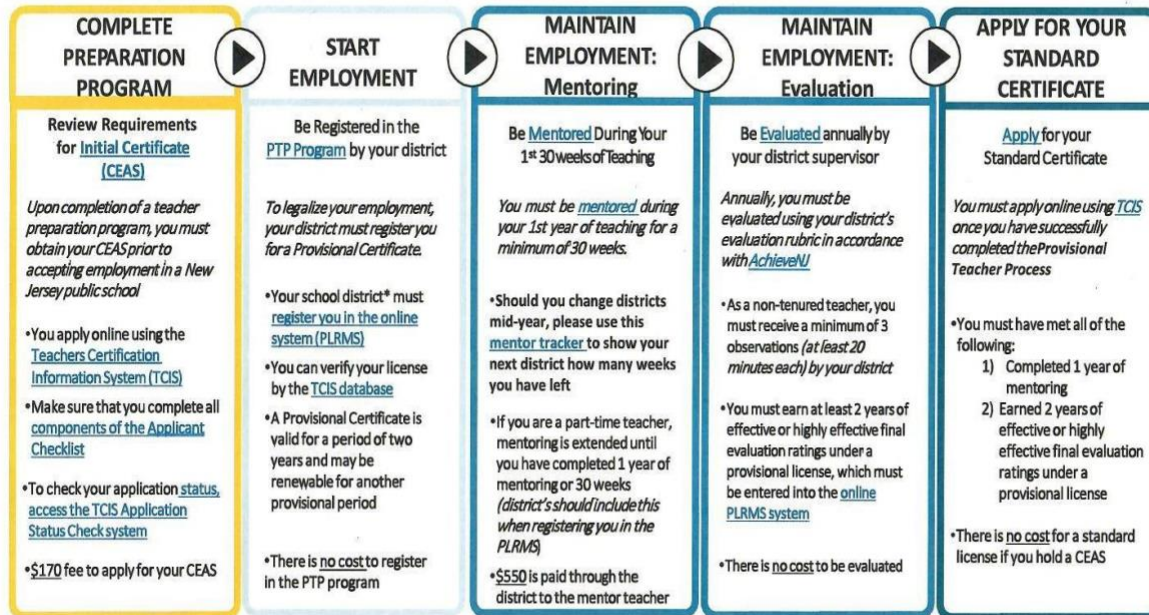
A Guide to the Teacher Provision Process

New **Traditional Route Teachers**: Certificate of Eligibility with Advanced Standing (CEAS)

How to Obtain your Standard Teaching Certificate

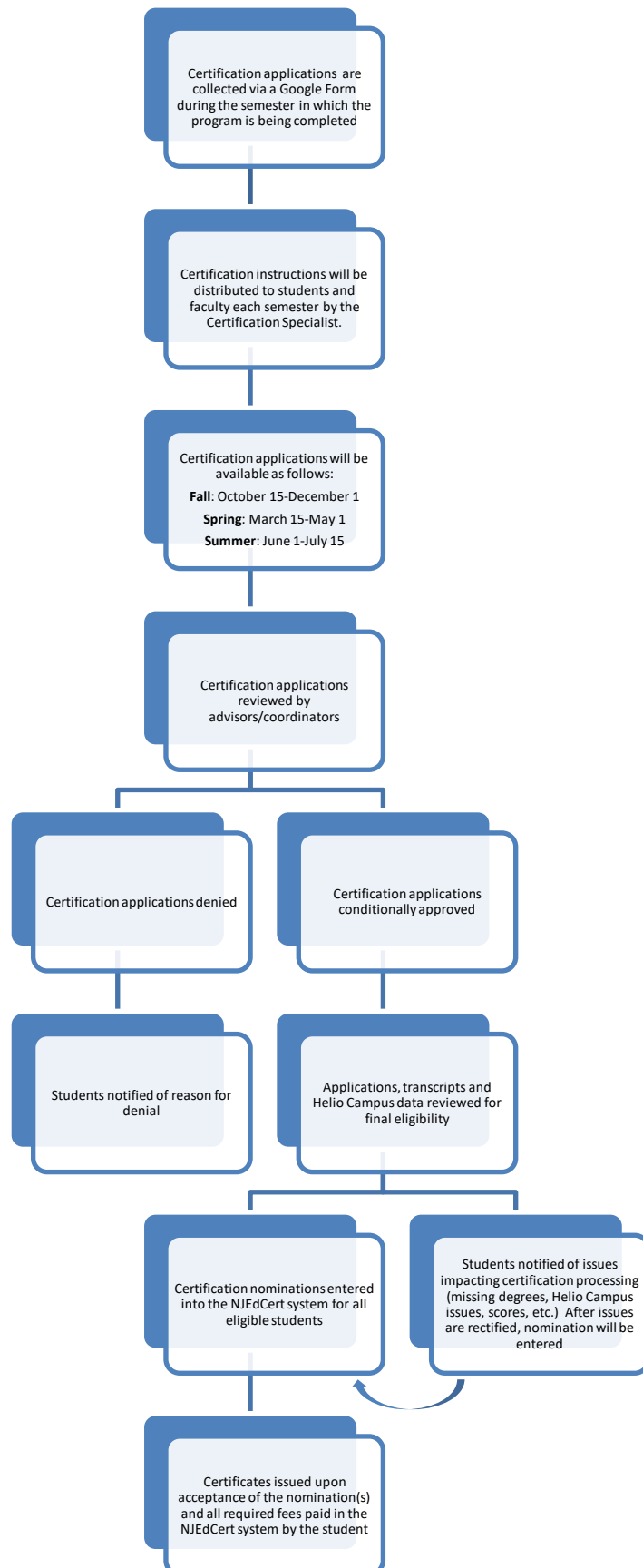
A Guide to the [Provisional Teacher Process \(PTP\)](#)

There are teacher responsibilities and district responsibilities. Unless noted otherwise, the flow chart below are responsibilities of the teacher



**Note that if you change school districts (not schools within a district) during the provisional year and begin teaching in a new school district, a [new provisional certificate will be required](#).*

Certification Process:



Frequently Asked Questions:

Q: Which calendar do I follow?

A: Follow the University's calendar for beginning and ending dates of the semester. Dates in between should follow the school district/cooperating teacher's calendar.

Q: What happens if a clinical intern is sick or has a transportation emergency?

A: Candidate should contact the University supervisor and cooperating teacher the night before, if possible, or as early as possible the day of illness or emergency. If multiple days will be missed, the **Policy for Adjusting Required Days/Hours for Clinical Experiences/Practice Placements** (see above for policy) must be implemented.

Q: Who gives the final grade to the clinical intern?

A: The Rowan University supervisor assigns the final grade, but the grade **SHOULD NOT** be submitted without input from the cooperating teacher.

Q: Where can I get Watermark assistance and support?

A: Dennis Rivera: Riverade@rowan.edu

Email and Voice Mail:

Phone#: (856) 256-4500 ext 53020

When emailing or leaving a voice message, please include the following information:

- Your Rowan email
- The term, class title, course #, section #, and Instructor OR the name of the clinical intern with whom you are working
- Detail the title of the assignment or issue you are having trouble resolving

Schedule an in-person office hour appointment:

Q: Where might we collect evidence of meeting BASIC expectations?

A: Evidence could come from:

- i. Lesson and unit plans
- ii. Classroom observations
- iii. Candidate-made materials and notebook
- iv. Samples of technology created/used for instruction or communication with parents
- v. Assessment data
- vi. Samples of student work
- vii. Impact on Student Learning Performance Task
- viii. Notes from observations, conversations, interviews, and research
- ix. Reflective journals

Q: What might evidence of collaboration, community, and partnerships look like?

A: Working with cooperating teachers, clinical interns might:

- Write letters to families (e.g., introductions, new units, explanation of instruction, suggestions for family activities to support instruction)
- Send home weekly newsletters
- Make phone calls (Keep a detailed log!)
- Establish and maintain a website for families
- Implement dialogue journals with families
- Attend after-school functions
- Participate in family (Math, Literacy, Science, etc.) nights
- Invite guest speakers
- Hold family visitation days
- Bring families into classes as resources
- Integrate community resources into lessons

Thank You