

# CLINICAL PRACTICE HANDBOOK:

**A Guide for a Successful  
Clinical Experience & Clinical Practice  
Placement**



**For Clinical Interns, Cooperating Teachers & University  
Supervisors**

# STOP!!!

**Before going any further, take a minute to complete the next two pages, make a copy and 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 Office or Cell Telephone:

## **Name of Department (Check the ONE that applies)**

- Interdisciplinary and Inclusive Education
- Language Literacy and Sociocultural Education
- Science, Technology, Engineering, Arts and Music

**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)
- 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)
- Math (CADP: 4+1)
- Science (CADP: 4+1)
- Social Studies (MST)
- English (MST)
- World Language (MST)
- Theatre (MST)
- M.A. STEM

## **COLLEGE OF EDUCATION**

**Gaëtane Jean-Marie, Ph.D., Dean**  
**Cori Brown, Ph.D., Associate Dean**

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. In order to obtain a Certificate of Eligibility with Advanced Standing (CEAS), the candidate must complete a university supervised yearlong (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.

**Revised 7/19**



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# Introduction

The Rowan University Yearlong 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 ongoing 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 based on the Danielson Framework for Teaching. It is the expectation that with guidance, preparation, and collaboration from the University supervisor, the cooperating teacher, the clinical intern, and the classroom students will have a rewarding experience and the clinical intern will mature in their profession.

In keeping with a trend toward increased use of technology, all clinical practice evaluation forms are powered by TK20 and are now submitted electronically by cooperating teachers and University supervisors. In addition, clinical interns are now required to complete edTPA, which is an assessment completed during the clinical component of a teacher preparation program. Information about edTPA can be found at <https://education.rowan.edu/ESP/edTPA/index.html> .

## 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 ultimate goal of ensuring equitable educational opportunities for all learners.



# Conceptual Framework for the Learning Community in Action

at Rowan University's College of Education



# Clinical Practice Partnership 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 and that person will meet with all parties a minimum of two times during semester 1 and a minimum of eight times during semester 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 program departments' webpage.

## Professional Development School (PDS) Partnerships

Professional Development Schools (PDSs) are innovative institutions formed through partnerships between professional education programs and P-12 schools. The mission of the partnership is raising student achievement, professional preparation of teacher candidates, faculty development, and inquiry directed at the improvement of practice and enhanced student learning. Like teaching hospitals, PDSs provide sites for state-of-the-art practice, organized to foster training for new professionals, extend the professional development of veteran teachers, and sponsor collaborative research and inquiry.

Current PDSs include J. Harvey Rodgers, Dorothy L. Bullock, Thomas E. Bowe, and Glassboro High School in Glassboro, Cherry Street, Quarter Mile Lane and West Avenue in Bridgeton, West Deptford Middle School in West Deptford, Horace Mann in Cherry Hill, Sewell School in Mantua and D'Ippolito in Vineland.

## Requirements Prior to Clinical Practice Placements

1. **Meet all Transition Points including GPA and Passing Praxis II**
2. **Mantoux TB Test**
  - Clinical interns are required to have a current Mantoux/TB test prior to participating in any clinical experience. A copy of the Mantoux/TB test should be taken to any school in which a clinical intern is placed. Mantoux/TB test results should also be uploaded into the Tk20 system. Most school districts require TB tests results within six months of the start date of the clinical experience placement.
  - The Wellness Center located in Winans Hall can be reached at (856) 256-4222 or 256-4333 and offers the Mantoux Test on Monday thru Friday 9 a.m. to 5 p.m. Appointments can be made online at <https://osh.rowan.edu/>. There is a \$15.00 fee. Clinical interns must return within 48-72 hours to have the results noted by a nurse. If the clinical intern does not return, the test will not be valid because the time for interpretation cannot be more than 72 hours. the clinical intern will then have to repeat the test with an additional cost of \$15.00.
  - If a clinical intern chooses not to use the Wellness Center, he/she may have the Mantoux Test done at his/her own doctor's office.
  - Clinical interns are responsible for keeping their Mantoux test results up to date. Upon the request of the school, students must provide a copy of a valid Mantoux test to the school to which they are assigned for any and all field placements.
3. **Criminal History Background**
  - Many school districts are requesting clinical interns be fingerprinted and have a criminal background check or hold a substitute teacher certification in order to be placed for any field experience. Any clinical intern taking a course with a clinical (field) experience placement, must undergo a criminal background check and be cleared before entering the placement setting.

- If a clinical intern is placed in a district that requires a criminal background check prior to the start of a field experience placement, the clinical intern will be notified of the procedure to follow.
- Once notified, it becomes the clinical intern's responsibility to comply with the requirement within identified timeframes. **Failure to do so may result in a denial of placement and removal from the corresponding course(s).**

#### 4. Interview Prior to Placement

- Some districts are requesting clinical interns be interviewed prior to approval of their clinical practice placement. The Office of Clinical Experiences will contact clinical interns if their placement is pending due to an interview.

### **Clinical Intern Responsibilities and Dispositions**

- Learn school/district policies for allowable contact with students
- Observe the cooperating teacher and teachers in other subject areas
- Consider 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 second semester (mid-quarter for Music, Art, Spanish, 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
- Participate in non-teaching school assignments, meetings, and/or other professional involvement
- 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.***

- 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.
- 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.
- Guide the candidate into collaborative discussions that focus on classroom student achievement by addressing data-based instructional decision-making methodologies.
- Build 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.
- Complete Midterm and Final Evaluation Rubrics **WITH** the University supervisor
- Complete a Cooperating Teacher Online Training (new cooperating teachers are required and optional for cooperating teachers who have hosted a clinical intern before)
- Complete a Clinical Intern Survey
- Complete a University Supervisory Survey

## 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 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

## **Field Forms – Tk20 Release Schedule**

### **Release Dates for Binder Forms – Single Placements**

Immediate release for all except:

- Mid-Term evaluations – (approximately 6 weeks after the start of the semester)
- Mid-Term SPA – (approximately 6 weeks after the start of the semester)
- Final evaluations – (approximately 4 weeks before end of semester)
- Final SPA – (approximately 4 weeks before end of semester)
- Student Survey – (approximately 2 weeks before end of semester)
- Cooperating Teacher Survey (approximately 2 weeks before end of semester)
- Binder Due Date – (Date final grades are due – from Registrar’s website)

### **Release Date for Binder Forms--Quarter 1/3 split placements**

Immediate release for all except:

- Mid-Term evaluations – (approximately 3 weeks before end of quarter)
- Mid-Term SPA – (approximately 3 weeks before end of quarter)
- Cooperating Teacher Survey – (approximately 2 weeks before end of quarter)
- Student Survey – only completed in Quarter 2/4
- Binder Due Date – (approximately 3 weeks after end of Quarter)

### **Release Date for Binder forms--Quarter 2/4 split placements**

Immediate release for all except:

- Final evaluations – (approximately 4 weeks before end of semester)
- Final SPA – (approximately 4 weeks before end of semester)
- Student Survey – (approximately 2 weeks before end of semester)
- Cooperating Teacher Survey – (approximately 2 weeks before end of semester)
- Binder Due Date – (Date final grades are due – from Registrar’s website)

***NOTE: Memorandum of Agreement and Observation Forms are available at the time the binder is initially released in Tk20***

## **Suggested Timelines for Clinical Practice by Semester**

### **Suggested Clinical Intern Timeline for Semester 1**

\*See 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 initial meeting for signing *Memorandum of Agreement* (MOA)
  - Create a set of emergency plans
  - 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 colleagues
- Work with small groups of students as early as possible
- Week 2
  - Discuss opportunity for developing the edTPA requirements
  - Plan 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
  - Continue to discuss edTPA requirements and preparation
  - 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
  - Work on edTPA requirements
  - Complete Clinical Practice Midterm Evaluation
  - Engage in reflective practice/review communication journal
- Weeks 9-14
  - Clinical intern should have full responsibilities of a classroom teacher
  - Engage in reflective practice
  - Complete Clinical Practice Final Evaluation
- 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 handbook for your specific program

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

- Week 1
  - Organize initial meeting for signing *Memorandum of Agreement (MOA)*
  - Create a set of emergency plans
  - 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 colleagues
  - Work with small groups of students or class as early as possible
- Week 2
  - Discuss opportunity for developing the edTPA requirements (if applicable)
  - 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 student
  - Finalize unit plan with student
  - Clinical intern should take the lead in two content areas
  - Ongoing 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
  - Work on edTPA requirements and preparation (if applicable)
  - 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 3<sup>rd</sup> Week suggested timeline as clinical interns have already had a full quarter of teaching experience.**

### Helpful Tips for Last Week of Clinical Practice

- 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 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
Clinical Practice Combined – Gen Ed	10
Clinical Practice (Student Teaching) Combined – Special Ed	6

- *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 during the second semester of the yearlong and be available to clinical intern, cooperating teacher, or University in case of emergency
- **Must be trained in the Danielson Framework for Teaching.**

### **Yearlong Clinical Practice Responsibilities**

#### **Clinical Interns in Semester 1**

- There should be a minimum of 2 visits in semester 1. These visits include discussing and agreeing to 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 through the Tk20 system.
- Except for visit 1 (MOA) and the completion of a formal observation during visit 2, a final evaluation must be completed in Tk20 at the end of the placement.
- Depending on the program, a SPA evaluations with all appropriate electronic approvals must also be completed. The latter can be found in the specific program handbook.
- Anticipate and resolve problems early in the placement; administer and oversee a Remediation Plan (see below), as needed.

#### **Clinical Interns in 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 Tk20 system every two weeks
- The midterm evaluation should occur approximately the 8<sup>th</sup> week and should include a conference with the clinical intern and cooperating teacher before the evaluation is submitted electronically to Tk20.
- 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 Tk20
- Depending on the program, a SPA evaluations with all appropriate electronic approvals must also be completed.
- Guide the clinical candidate in completing the edTPA requirements (see content program coordinator for details)
- Anticipate and resolve problems early in the placement; administer and oversee a 10-Day Corrective Action Plan (see below), as needed.

### **Quarter Placements Clinical Practice Responsibilities**

- Quarter placements requires 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 through the Tk20 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 Tk20 before the end of each quarter.
- Depending on the program, a SPA evaluation with all appropriate electronic approvals must also be completed. The latter can be found in the specific program handbook.
- 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 Tk20.
- 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 Tk20
- Depending on the program, a SPA evaluations with all appropriate electronic approvals must also be completed. The latter can be found in the specific program handbook.
- Anticipate and resolve problems early in the placement; administer and oversee a 10 Day Corrective Action Plan, as needed

# Clinical Intern Performance Assessments

The College of Education uses the Danielson Framework for Teacher Evaluation. All assessments for observations, midterms and final evaluations are accessed through Tk20. Cooperating teachers will be sent an email that contains the link to where required forms can be accessed. Clinical interns and University supervisors will log onto Rowan's network using their username and password.

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

## **Suggestions for Pre-Observation Conference: via 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 concerns about the lesson
- Establish a particular focus during the observation

## **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?
- Is there anything in particular that should be focused on at the time of the next observation?

## **Clinical Intern Observation form**

The link below provides a sample of a clinical intern observation.

[Clinical Intern - Observation Form Rev. 08/2019](#)

## **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, cooperating teacher, and University supervisor share how the domains outlined in the Danielson Framework are being achieved

## Clinical Intern Midterm and Final Evaluation Forms

### Semester 1

The links below provides a sample of a clinical intern evaluation.

[SEM 1 - Midterm Evaluation](#)

[SEM 1 - Final Evaluation](#)

### Semester 2

The links below provides a sample of a clinical intern observation.

[SEM 2 - Midterm Evaluation](#)

[SEM 2 - Final Evaluation](#)

## Important Information and Policies

### Substitute Teaching

- Students **MAY NOT substitute teach in the district in which they are placed during any field placements**. This includes the entire semester of the placement. Clinical interns **CANNOT** end their placements early to take a position as a long term substitute, even if it may lead to a full-time position.

### 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 interns 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 then 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 the coordinator 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 his/her 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 his/her 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 this 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 was 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			

## 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)**

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 the clinical placement for any reason. In the event of immediate removal, the College of Education must comply immediately with this request. Unless a clinical intern has been removed immediately at the request of the district/school, a Remediation Plan **MUST** be implemented prior to 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 Remediation Plan will be implemented immediately.

**To complete a Remediation Plan, go to TK20.**

**Some guidelines for implementing a Remediation Plan include:**

- If after the second visit, but no later than the third visit, a clinical intern is being challenged, a Remediation Plan should be implemented.
- If there is an immediate area(s) of concern by the cooperating teacher, district/school official and/or University supervisor, a Remediation Plan should be implemented.

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

1. 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** indicators within the Remediation Plan.

Any infraction will result in **immediate discontinuance**.

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

- Clinical Experience placement is recommended to be repeated in the current or a new placement site.
- Clinical Experience placement is repeated after a 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:

- Discontinuances prior to midterm, OCE will arrange a placement the following semester (i.e., a placement that occurs in the fall semester, the next placement will take place in the spring of the same academic year)
- Discontinuances after midterm, OCE will arrange a placement the following year (i.e., a placement that occurs in the fall semester, the next placement will take place in the fall of the following academic year)
- Once the initial meeting has taken place, the program coordinator is responsible for completing a discontinuance report as well as the appropriate signatures (department chair, program coordinator, University supervisor and clinical intern). 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.
- Once a decision has been made, it is the responsibility of the program coordinator to alert, by email, all parties involved in the clinical practice partnership: a) clinical intern, b) building principal, c) University supervisor d) department chair, e) advisor and f) OCE.
- In addition, Clinical Practice will follow Rowan University's Class Repeat Policy found at the link below: (<https://academics.rowan.edu/shp/departments/hes/about/HES%20Course%20Repeat%20Policy%209-12a.pdf>) .

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 Remediation Plan Report

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 has been 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):

## [Tk20 Sample of Remediation Plan](#)

## 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 a 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 at least 2 weeks after the new placement.

### Some guidelines for implementing a 10-day plan include:

- 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.

- If after the midterm evaluation, the clinical intern received more *Does Not Meet Expectations* than *Meets Expectations*, a 10-day plan should be implemented
- 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**.

2. A meeting is held with the clinical intern, University supervisor and program coordinator. At this meeting, the following decisions are 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) will provide the following placement options:

- Discontinuances prior to midterm, OCE will arrange a placement the following semester (i.e., a placement that occurs in the fall semester, the next placement will take place in the spring of the same academic year)
- Discontinuances after midterm, OCE will arrange a placement the following year (i.e., a placement that occurs in the fall semester, the next placement will take place in the fall of the following academic year)
- Once the initial meeting has taken place, the program coordinator is responsible for completing a discontinuance report as well as the appropriate signatures (department chair, program coordinator, University supervisor and clinical intern). A copy should be filed in the department, sent to the Office of Educator Support and Partnerships and to the clinical intern's program advisor.
- Once a decision has been made, it is the responsibility of the program coordinator to alert, by email, all parties involved in the clinical practice partnership: a) clinical intern, b) building principal, c) University supervisor, d) department chair, e) advisor and f) OCE
- In addition, Clinical Practice will follow Rowan University's Class Repeat Policy (<https://academics.rowan.edu/shp/departments/hes/about/HES%20Course%20Repeat%20Policy%209-12a.pdf>) . 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 know 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.	
8	Spoken and written English contains pronunciation and grammatical errors.	Models accurate spoken and written English.	

[Tk20 Sample of 10-Day Corrective Plan](#)

# 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 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 edTPA assessment.

# Important Information After Graduation

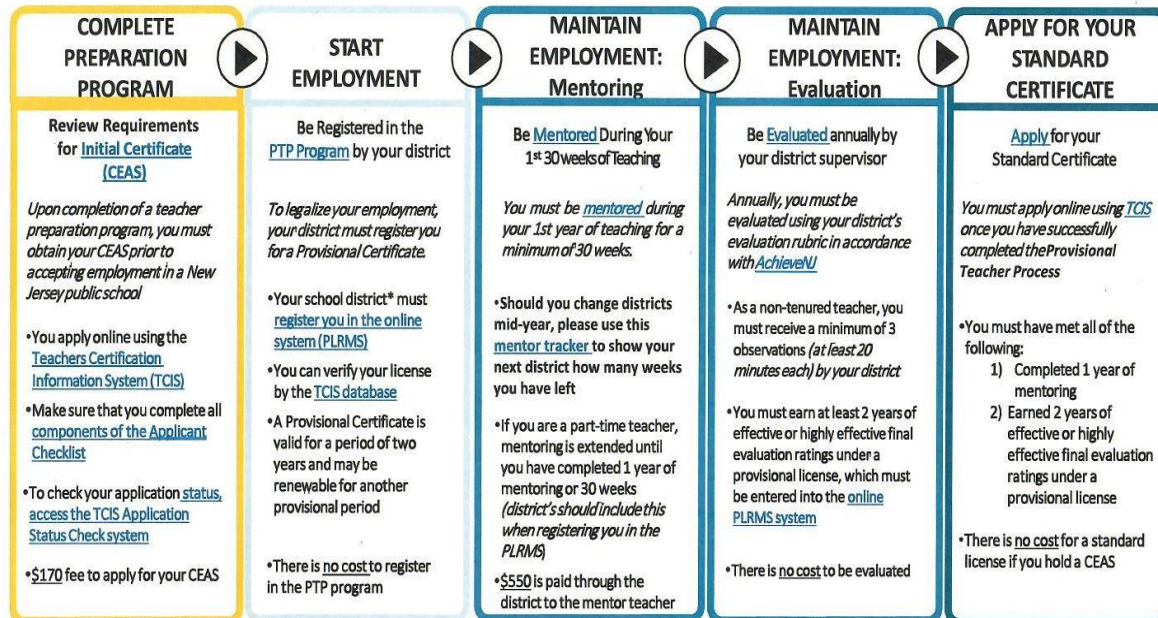
## A Guide to the Teacher Provision Process

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](#).

## 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 cooperating teacher's calendar.

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

A: Candidate should contact the 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: How often does the University supervisor visit the clinical intern?*

A: See above explanations found in the Responsibilities sections

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

A: Evidence could come from:

- Lesson and unit plans
- Classroom observations
- Candidate-made materials and notebook
- Samples of technology created/used for instruction or communication with parents
- Assessment data
- Samples of student work
- edTPA
- Notes from observations, conversations, interviews, and research
- 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**