

CLINICAL PRACTICE HANDBOOK:

**A Guide for P-12 Student Achievement
and Successful Student Teaching**



B.A. & B.A. DUAL DEGREE

Subject Matter Education:

English, Social Studies, Spanish

**Created for Clinical Practice Candidates,
Collaborating Teachers and University Supervisors**

COLLEGE OF EDUCATION

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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 student teaching (clinical practice) experience. At Rowan University, this means a semester-long experience as defined by the individual programs as mandated by accreditation bodies. Other university requirements may apply.

Clinical Practice Handbook: A Guide for Successful Student Teaching

Revised Spring 2018

Introduction

The Rowan University Clinical Practice (student teaching) experience is designed to be the pedagogical capstone and culminating experience for our 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. Our 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 with New Jersey and Common Core Standards. It is our expectation, that with guidance, preparation, and support from the University's supervisor, the collaborating teacher, and the classroom students, the clinical intern will have a rewarding experience and 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 collaborating teachers and university supervisors. In addition, interns are now required to complete a capstone edTPA portfolio. All instructions are included in this handbook.

How to Use this Handbook

Practical strategies, forms, suggestions, checklists, rationales, timelines, samples and other materials to enhance the clinical experience for the clinical intern, collaborating teacher, and supervisor are in this handbook. Prior to beginning your clinical practice partnership, you should review the entire handbook. The Annotated Table of Contents provides the preface for each item where necessary. It is our intent to keep this handbook concise and functional. These materials and links were compiled with input from faculty, staff, collaborating teachers, supervisors, and previous clinical practice candidates. The term, *clinical intern*, refers to the student teacher, and the term, *students*, refers to P-12 classroom students in the field placement school. Our intent is to provide this handbook, as a resource that will help to create a gratifying clinical experience for all.

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.

MISSION STATEMENT

To positively impact and develop local, regional, national and global educational 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.

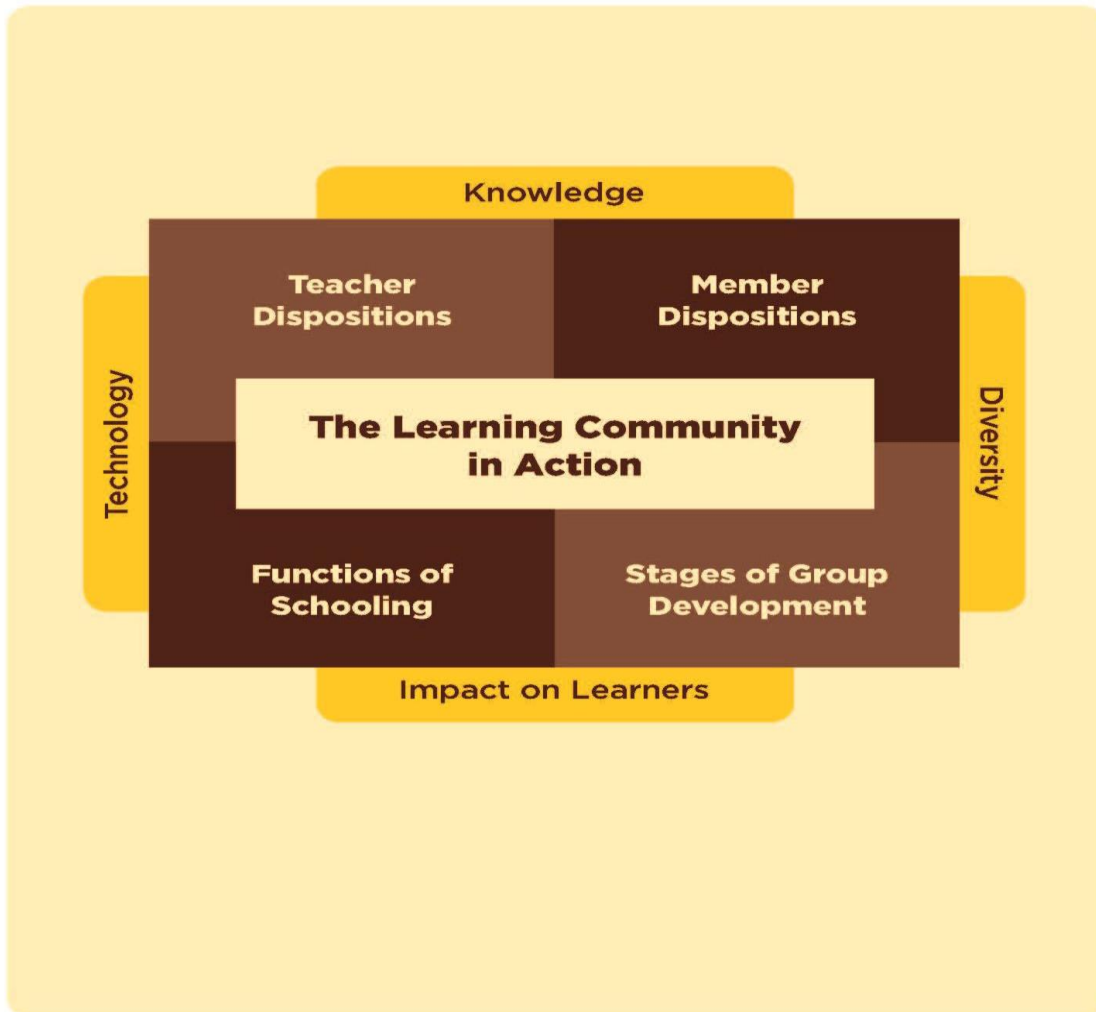
Connecting to the College of Education Conceptual Framework Pillars:

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.

Conceptual Framework for the Learning Community in Action

at Rowan University's College of Education



By building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning, we inform our practices and provide a foundation upon which learning evolves.

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Clinical Practice Partnership with Rowan University

This is a year-long placement arranged by the College of Education's Office of Clinical Experiences (OCE) for B.A. & B.A. Dual Degree interns. All placements must be approved by the Board of School Directors in the requested district. Interns and collaborating teachers are notified as soon as confirmations are received by OCE. A university supervisor will be assigned and that person will meet with all parties a minimum of eight times during the semester. All concerns regarding clinical practice interns should first be addressed with the supervisor. Should it be necessary, the supervisor or collaborating teacher may contact Dr. Foley the Program Coordinator at (856) 256-4500 ex. 3077.

Clinical Practice Intern Roles and Responsibilities

Intern Preparation

- **Mantoux TB Test**
 - Interns who are in a school setting 20 or more hours per month must have a valid Mantoux test. A Mantoux test would be invalid if you have been out of a school setting over six (6) months. A copy of your Mantoux test should be taken with you to any school in which you are placed. A copy of your current Mantoux test must be filed with the Wellness center and on tk20.
 - The Wellness Center located in Linden Hall (256-4333) offers the Mantoux Test on Monday thru Friday 9 a.m. to 5 p.m. There is a \$10.00 fee. You must return within 48-72 hours to have the results noted by a nurse. If you do not return, your test will not be valid because the time for interpretation cannot be more than 72 hours. You will then have to repeat the test with an additional cost of \$10.00.
 - If you choose not to use the Wellness Center, you may have the Mantoux Test done at your own doctor's office.
 - Interns are responsible for keeping their Mantoux test results up to date on tk20. Upon the request of the host school, interns must provide a copy of a valid Mantoux test to the school to which they are assigned for any and all field placements.

- **Criminal History Background**
 - Many school districts are asking for interns to be fingerprinted and have a criminal background check or hold a substitute teacher certification in order to be placed for any field experience. Any individual applying for a position in a public or private school in New Jersey will be required to undergo a criminal background check.
 - If an intern is placed in a district that requires a criminal background check prior to the start of a field experience, the student will be notified of the procedure to follow.
 - Once notified, it becomes the student'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 courses.**

- **Interview Prior to Placement**

- Some districts are requesting interns to interview prior to approval of their clinical practice placement. The Office of Clinical Experiences will contact you if your placement is pending an interview. If you are wondering how to prepare for this interview, here is a link to a video that will offer advice.
<https://www.youtube.com/watch?v=iqStcP44das&feature=youtu>

For enrollment in Clinical Practice: Benchmark II (see your COE advisor for Benchmark specifics)

- Overall GPA of 3.00 or above and a GPA of 3.00 for all professional courses
- Grades of C- or better (No Ds, Fs, or Incompletes) in any general education, dual major, or core/specialization courses required for BA in education
- Completion of at least 30 semester hours of required content major courses and required prerequisites (as listed on Program Guides); it is preferred that all major hours are completed (36 s.h.)
- Passing score on the PRAXIS II exam in major subject area (Social Studies, English, or Spanish).

Clinical Intern Responsibilities and Dispositions

- **Learn school/district policies for allowable contact with students**
- Observe the classroom teacher and teachers in other subject areas during clinical I
- Assume a full-time teaching load, usually in the first few weeks for year-long placements during clinical II
- Send/Give collaborating teachers and the university supervisor lesson plans **one week in advance**
- Meet with collaborating teacher and supervisor for pre-observation and post-observation conferences
- Fulfill written obligations for supervisor and university as prescribed by subject area
- Involve themselves in non-teaching school assignments, tutoring, and/or other professional involvement
- Dress professionally/appropriately for the setting

Suggested Materials to Enhance Clinical Internships

- 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 w/NJ Core Curriculum Content 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 your 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
- Plan and record books or access to computer program used in the school

FAQs about the Clinical Practice Placement Process

Please go to this link for videos that answer the questions below:

<http://www.rowan.edu/colleges/education/ofe/index.html>

When can I expect to hear about my placement?

What are some preparation activities that I can do prior to my placement?

What are districts looking for in a teacher candidate?

The principal is asking me to schedule an interview. How do I prepare for that?

What is the Collaborative Teaching Model?

Sample Letter/E-Mail

to Parents

Current Date

Dear Parents,

Our class is very fortunate to have Alberta Einstein from Rowan University join as our teacher candidate for this semester. The Hope Public Schools have always been involved in the preparation of teachers, and this is the perfect opportunity for our school and classroom to experience the eagerness of a beginning teacher.

There are many benefits from having a clinical intern participate in our classroom, and the two most important to me are: (1) It allows the students to experience a variety of teaching methods, and (2) It provides our classroom with two teachers, so more individual attention may be given to the students. Miss Einstein and I will co-teach some lessons and will work cooperatively on others. All activities and lessons will be supervised by me. If you have any questions, do not hesitate to call or e-mail me.

Miss Einstein will be attending our school's Back-to-School Night next week. Please join me in welcoming her to our staff.

Sincerely,

Ms. Sharon Freely

Alerts: Clinical Practice Applications may be downloaded during the application period only. The Fall applications will be accepted **November 21 through December 21**. The Spring applications will be accepted **August 21 through September 21**. If the date falls on a weekend or holiday, applications will be accepted on the following regular business day.

<http://www.rowan.edu/colleges/education/ofe/>

<http://www.rowan.edu/colleges/education/Policies/index.html>

Key dates and information for Certification and Graduation:

(*All dates are subject to change per academic year.)

- **Spring - May** walk in graduation (must complete graduation ceremony participation application)
- **Spring** - apply for teaching certification for the **TERM: Spring**
- **Spring** – apply for spring graduation degree conferral

CERTIFICATION

Students are eligible to apply for NJ Certification during the following *Application for Certification* period:

- **Spring** application period: Jan. 15 – Feb. 2

You may submit the *Application for Certification* to the College of Education **between January 15 and February 2; February 2** is the spring deadline for the College of Education to accept and process Applications for Certification.

<http://www.rowan.edu/colleges/education/AdvisingCenter/certification/certapp.html>

Please know that all applications and fees need to be returned to the Student Services Center in the College of Education. The address for the Student Services Center is located at the top of page 2 of the application under the section titled **Directions – Application for Certification**. If you would like to determine whether or not your application has been received by the College of Education Advising Center, you may email Laurie Haines, the Assistant Director of the Office of Clinical Experiences, at haines@rowan.edu .

GRADUATION

Remember, Graduation and Commencement are two separate events. Graduation takes place once you have successfully completed all degree requirements and your degree is conferred by the Office of the Registrar, which will be in May. Commencement is the ceremony in which graduates have the opportunity to celebrate their academic achievements with family, friends, and the Rowan Community. Please check with your Program Coordinator for the specific day and time for the Graduate Commencement Ceremony.

Because Graduation and Commencement are two separate events, there are two separate processes to apply for each and can be found by visiting <http://www.rowan.edu/provost/registrar/graduation.html>

GRADUATION – Application for Graduation and Degree Conferral

Can be found by logging into Banner **Student Self-Service Account** at:

https://adminweb.rowan.edu/PROD/twbkwbis.P_WWWLogin

Graduation Application Deadline:

TERM	DEADLINE
Spring	October 1 – December 31

What do I need to do to apply for graduation?

Degree candidates must complete an online [Application for Graduation and Degree Conferral](#) through [Banner Self-Service](#) and submit a \$65 processing fee. Applications for Spring Graduation will start being accepted by the Office of the Registrar on **October 1**. Please know that the *Application for Graduation* will need to be submitted to the Rowan University, Office of the Registrar, **no later than December 31**. *There is a non-refundable processing fee of \$65, payable to Rowan University each time an application is submitted. There is also an extended application deadline which will be assessed an additional \$45.00 processing fee.*

Applications are NOT accepted after the extended deadline dates.

After submitting your Application for Graduation, please visit <http://www.rowan.edu/events/commencement/> for Commencement information.

If questions, Office of the Registrar's information is:

<http://www.rowan.edu/provost/registrar/graduation.html#gradcert>

email: graduation@rowan.edu

phone: (856) 256-4375

The B.A. & B.A. Dual Degree Program

Clinical Practice I and II - Full Year

Description:

The B.A. & B.A. Dual Degree Program provides individuals an opportunity to simultaneously pursue a B.A. degree in English, History, or Spanish, and B.A. degree in Education, and New Jersey teacher certification. The program is offered on a full-time basis only. Two clinical field components (one fall semester, one spring semester), which include observation and internship in public classroom settings, are an integral part of the program. We request a full-year placement in the same school with the same cooperating teacher for each candidate.

Since most of the methods instruction received by the candidate is obtained during clinical sessions, the classroom clinical teachers are an extremely important part of the program. Clinical teachers (cooperating teachers) are expected to model a diverse variety of classroom strategies and techniques appropriate for their particular classroom and to explain to candidates the rationale behind the methods.

Training sessions will be provided for clinical teachers to acquaint them with the program, Rowan's conceptual model of teacher education, and some strategies for working with adult learners. Each candidate will be assigned a university supervisor. He or she will review the expectations for the semester with the clinical teacher.

Fall: Clinical Practice I

This experience is designed to meet both certification program and the Council for Educator Preparation (CAEP) requirements. Interns are placed with either a middle school or high school teacher in their certification area. The requirement for the Fall placement is that the intern spends 3 days per week (Clinical Practice I) with either a middle school teacher or a high school teacher in the appropriate certification area. Candidates observe and are involved in tutoring students and assisting the cooperating teacher.

Spring: Clinical Practice II

This experience is designed to meet both certification program and CAEP requirements. The requirement for the Spring placement is that the intern spends 4 days per week (Clinical Practice II) in the same school with the same collaborating teacher as in the Fall.

Collaborating 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 teaching experience, including one within the district;
 - Possess a B.A. or advanced degree and the principal's/supervisor's endorsement
 - Have appropriate certification that coincides with the area of instruction for which the intern is being prepared; and
 - Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.
- District collaborating teachers shall provide continuous supervision and weekly conferences to assist clinical interns in professional development.
- Demonstrated teaching proficiency through
 - Demonstrated success with student learning and
 - Active membership and participation in relevant professional organizations at the state, regional, and national levels.
- 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.

Collaborating Teacher Responsibilities for Clinical Practice I

- Demonstrate methods of teaching and love of the content area
- Consider the intern an apprentice and the classroom a laboratory for the apprentice to learn the "tools of the trade."
- Help pave the way for the intern to observe other teachers teaching at different grade levels (elementary) or in the same subject and in different subjects (secondary or subject matter). Also helps pave the way for the intern to attend educational meetings, as appropriate, and to view an IEP, as appropriate.
- Share curriculum materials and guide intern in most effective method of using materials
- Model, share, and demonstrate lesson plans and methods of teaching
- Provide intern opportunities to try his or her own methods
- Assist intern in classroom management and organization
- Model fair and equitable treatment of all students
- Stress the importance of the learning community and non-instructional duties
- Discuss, demonstrate, and share models of assessment
- Provide opportunities for interns to create their own assessment tools
- Review in advance the intern's planned lessons (note that at the secondary level, interns only do two lessons in each of two different placements), and provides feedback and guidance. Observes the lessons being taught. Provides feedback on the teaching of each lesson.
- If the intern seems ready and it is appropriate to the setting, the intern can be encouraged by the Collaborating Teacher to teach more than the assigned set of lessons; however, keep in mind that they are still beginners.
- Meet with intern to reflect and discuss planning and other issues
- Provide on-going feedback (verbally and written) to help intern grow

- Assist intern in securing opportunities to observe other teachers in the school
- Become familiar with the details of the *Teacher Candidate Performance Evaluation Rubric*, and completes this evaluation collaboratively ***with*** the Supervisor at the middle and end of the placement.
- Complete Mid-Term and Final Evaluation Rubrics on tk20
- Contact the Supervisor immediately (please do not wait) if there are any problems with the intern's performance or professional dispositions. If the Supervisor cannot be reached and immediate advice or action is needed, contact 856-256-4738, the Teacher Education Department.

For Clinical Internship II, the Clinical teacher role is as follows:

(Traditional approach)

Please note: Collaborating Teachers are not required to relinquish full control of the classroom.

- Participates in pre-service or in-service education provided by Rowan University College of Education if offered;
- Conferences with intern and university supervisor;
- Directs the intern as a professional in training;
- Informs the intern of the school culture, emergency procedures, professional expectations and philosophy, priorities, assessment criteria, policies and regulations;
- Provides and explains in detail, to the intern, the curriculum goals and plans for the semester for the intern to assume increasing teaching responsibilities, as the candidate exhibits readiness;
- Becomes familiar with the details of the ***Danielson Framework Teacher Candidate Performance Evaluation Rubric*** and its requirements for the intern, facilitates the intern's completion of those requirements, and completes this evaluation in consultation with the Supervisor at the mid-term and final weeks of the placement (note that this is done once for each of the subject matter interns' placements)
- Models professional teaching competencies;
- Encourages and assists the intern to use a variety of instructional strategies and materials by freely sharing ideas and other district resources; and
- Engages in frequent conferences with the intern to ensure continuous progress and/or early identification and remediation of problems.

Expected Responsibilities: The Collaborative Teaching Approach to Clinical Practice

(Optional approach)

- Embrace the collaborative teaching model that focuses on increased P-12 student achievement
- Demonstrate, model and share methods of teaching and assessment in the content area
- Demonstrate, model and share methods classroom management
- Seek to identify and optimize individual strengths of the collaborative teaching relationship
- Work together in the data-based instructional decision-making
- Share and guide intern in the use of curriculum materials
- Model fair and equitable treatment of all students
- Stress the importance of the learning community and non-instructional duties
- Meet with intern to reflect and discuss ongoing planning

- Provide on-going feedback (verbally and written) to help intern grow
- Assist interns in securing opportunities to observe other teachers in the school
- Complete Mid-Term and Final Evaluation Rubrics on tk20

Please note: *Collaborating Teachers are not expected to relinquish full control of the classroom with this approach.*

Checklist in Preparation for the Initial Meeting with the Clinical Intern

- Develop an agenda for your first meeting
 - Contact information
 - Goals, Expectations, Responsibilities (setting mutually agreed upon norms)
 - Feedback Strategies
 - Meeting times
- 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 your 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
 - Candidates expectations
 - Previous work experience, hobbies and interests
- Organize your classroom so that the clinical intern has a work place similar to you in location and area
- Share pertinent student information such as IEPs, 504s or other special needs
- Prepare the school community and your students for the arrival of the clinical intern (See sample letters to students, parents, and colleagues)

Expectations for Clinical I

- 3 full days per week in assigned classroom
- Interns will also be taking classes at Rowan during Clinical I.
- Field Based mentoring in appropriate grade level and/or subject area classroom.
- Field tasks to include observation and lesson planning and teaching.
- Teach four lessons:
 - Subject Matter: Different topics to different subjects
- Candidates will be visited 4 times by their supervisor, (2 meetings, 2 observations)

Observation Reports:

Clinical Practice I: Danielson Performance Evaluation Rubric: (completed at end of semester by cooperating teacher and university supervisor) See pages 20-30 for Mid Term/Final and Observation Reports. See link for printable forms: <http://www.rowan.edu/colleges/education/ofe/assessment.html>

Suggested Timeline for Release of classes to Interns – Clinical II

- Weeks 1 and 2
 - Organize initial meeting for explaining *Memorandum of Agreement*
 - Create a set of emergency plans
 - Continue regular teaching of classes (learning experience for candidate)
 - Intern assumes leadership role of 1-2 classes or subjects
 - Engage in reflective practice
 - Pick a week (4-6) to conduct edTPA lessons
- Weeks 3-6
 - Candidate assumes leadership of a new class or subject each week
 - **Plan/Teach/record edTPA Performance Assessment**
 - Assign a full schedule by Week 5
 - Engage in reflective practice
 - Complete Performance Evaluation Rubric and distribute for Mid-Term
- Weeks 6-12
 - Intern assumes leadership of all classes (candidate is full-time lead teacher)
 - Engage in reflective practice
 - Submit edTPA to Pearson by end of week 7
 - Conduct Action Research & collect data
- Weeks 13-16 (Disbanding)
 - Begin to take courses back
 - Engage in reflective practice
 - Complete Danielson Performance Evaluation on tk20 for Final Grade

Helpful Tips for Last week of Clinical Practice

- Collect all textbooks and materials intern borrowed
- Think about future relationship with intern
- Assist intern in closure and final good-bye to class (as age appropriate)
- Encourage intern to write thank you letters to anyone in the building who was of assistance and university supervisor
- Assist worthy interns in finding a job (see sample letters of recommendation)
- Acknowledge yourself for being a collaborating teacher this year!!!!

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. They are available after graduation, however!**

Professional Hours and Honorarium

- Professional Hours

Field Experience	Professional Development Hours
Clinical Internship I	16
Clinical Internship II	16

- Honoraria will be processed after all paperwork is completed and grades have been posted. This may take 5-7 weeks after the conclusion of the semester.
- PD Certificates are mailed to the principal.

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 supervisor might be a retired teacher whose teaching certification was issued from another state or has expired
- The teaching experience and certificate must have been in the same content area as the teacher candidate
- Must hold at minimal a Master's degree or Administrative Certificate
- Must be available to observe eight times during a semester and be available to candidate, collaborating teacher, or university in case of emergency
- First time supervisors must be available for training; either online or in vivo
- Must attend edTPA training

Expected Responsibilities –

- Visit/Observe 4 lessons (minimum of 4 visits) – *Clinical I*
- Visit every other week / Observe 5 lessons (minimum of 8 visits) – *Clinical II*
- Except for visits 1(memorandum), 5 (mid-term evaluation) and 8 (final evaluation), every visit should include an observation of a full lesson (minimum of 5 full observations). Observation reports are submitted to the Office of Field Experiences every two weeks.
- Guide and support the edTPA performance assessment
- Mid-term – 8th or 9th week: Supervisor, Intern, and Collaborating Teacher have conference
- Final – 16th week: Supervisor, Intern, and Collaborating Teacher have conference and assign grade after the conference

Interns: Expectations for Professional Conduct during the Clinical Internship and Rowan Classrooms

Technological Etiquette

Interns will demonstrate appropriate use of notebooks, tablets, and cell phones in the Rowan classroom, in out-of-class workshops, and in schools.

- Silence all sounds on all electronic gadgets at all times during class.
- Cell phones should not be used at all while in schools and must be kept out of sight.
- The use of notebooks/tablets/iPads/laptops is at the professor's discretion, but this is generally not acceptable when there are guest speakers, student presentations, or when attending out-of-class workshops
- The personal use of notebooks/tablets/iPads/laptops is not permitted in the school during instructional times, but may be allowed during planning times.

Professional Interaction and Demeanor for Interns

- Appropriate dress for class and appropriate professional dress for school visits is expected.
- Be polite to and respectful of anyone speaking or presenting to the class (including professors, students, collaborating teachers and guests).
- Engaging in side conversations and chatter - anywhere and at any time and in any context - while others are addressing the whole group is considered rude and unprofessional at all times.
- Judgmental remarks and disdainful expressions made about or toward cohort peers, professors, teachers and students in the field will not be tolerated.
- Professors and field teachers have a great deal of experience and expertise to share. The intern's expected role is to absorb whatever can be learned from these experts rather than to be critical of them.
- Always be respectful and professional when raising questions or partaking in dialogue when discussing content regarding the program, cohort, schools, or students.
- Be aware that body language speaks volumes! Interns are expected to exhibit appropriate and professional body language at all times.
- In-class and out-of-class complaining or whining about work load, particular assignments, administrative communications (or lack thereof), programmatic structure, other professors, other cohort members, and related issues is unprofessional and will not be tolerated.
- Active listening (body posture, eye contact, affirmative nodding, etc.) is expected.
- The professional approach is always expected, and this often includes holding one's tongue and always includes respectfully asking for explanations, raising questions, being accepting of responses, negotiating (as appropriate for the context), and being accepting of situations with which we do not always agree. This is the nature of the real world of work and of the real world of teaching.
- **Often we are asked to do things with which we do not agree; but always we are expected to respond in a professional manner.**

Sample Letter of Recommendation for an Outstanding Clinical Intern

Current Date

Dear (Principal):

Miss Alberta Einstein productively completed her student teaching experience at the Magnificent High School in Smartsville, NJ. She spent 16 weeks observing, assisting, and teaching in my Social Studies class. Our school has a diverse student population and classes are heterogeneously grouped, which is quite challenging—even to experienced teachers.

Miss Einstein's has an excellent rapport with the students. Her knowledge of the subject was quite evident; and her willingness to take constructive criticism, modify lessons, and experiment with new strategies demonstrated her enthusiasm and willing to learn and grow as a teacher.

Her exceptional communication skills and professional instructional strategies are those attributed to outstanding teachers. She carried out her responsibilities in a timely and dependable manner, and she consistently volunteered her time for after-school activities and teacher events.

During her student teaching, Miss Einstein assumed responsibility for five classes which required her to plan and teach three entire Social Studies units. She used a variety of teaching techniques and manipulative devices to supplement the normal paper and pencil tasks and to address different learning styles. Her creativity and enthusiasm for the subject drew students into her exercises, and the students responded positively to her lessons. Her students' grades in the areas she presented were well above average. And, her ability to manage a daily routine and maintain discipline was commendable.

In my opinion as an experienced classroom teacher, Miss Einstein is an excellent candidate for your school. She is highly motivated and has a desire to continue to learn and grow. Along with her command of the subject area and her effective teaching strategies, she is a positive role model for students and other teachers. I would strongly encourage you to interview and to give serious consideration to this candidate. She would be an asset to any Social Studies department and to the school community.

Sincerely,

Sharon Freely, Teacher
School Name, Address, and Phone Number

**Sample Letter of Recommendation
for a Professionally Competent Clinical Candidate**

Current Date

Dear (Principal):

Miss Einstein completed her student teaching experience at the Magnificent High School in Smartsville, NJ. She spent 16 weeks observing, assisting, and teaching in my Social Studies class. Our school has a diverse student population and classes are heterogeneously grouped, which is quite challenging—even to experienced teachers.

Miss Einstein had a successful experience in my classroom. I was particularly impressed with her ability to relate to students. She planned differentiated lessons that were sensitive to the students' needs. She accepted constructive criticism well and grew tremendously throughout her student teaching experience.

Miss Einstein has the potential to become an effective teacher. Her enthusiasm, dependability, planning skills, and rapport with students are some of her strong points. With proper supervision and mentoring, Miss Einstein will become an effective classroomteacher.

For further information, feel free to contact me at the address and or phone number below.

Sincerely,

Sharon Freely, Teacher
School Name, Address, and Phone Number

Sample Letter of Recommendation after an Unsuccessful Experience

Current

Dear (Principal):

Miss Alberta Einstein completed 16 weeks of student teaching in my Social Studies classroom at Magnificent High School in Smartsville, NJ. Throughout the experience her skills improved. She recognizes excellence, knows how to remediate weaknesses, and learned to respect the differences among students.

Her ability to plan lessons and submit daily routine information in a timely manner was a challenge for Miss Einstein. Even though she was creative in her presentation, her dissemination of inaccurate information in class showed a lack of achievement in the content area.

With some remediation, careful supervision, and the proper guidance from a mentor, Miss Einstein could become a good teacher.

Sincerely,

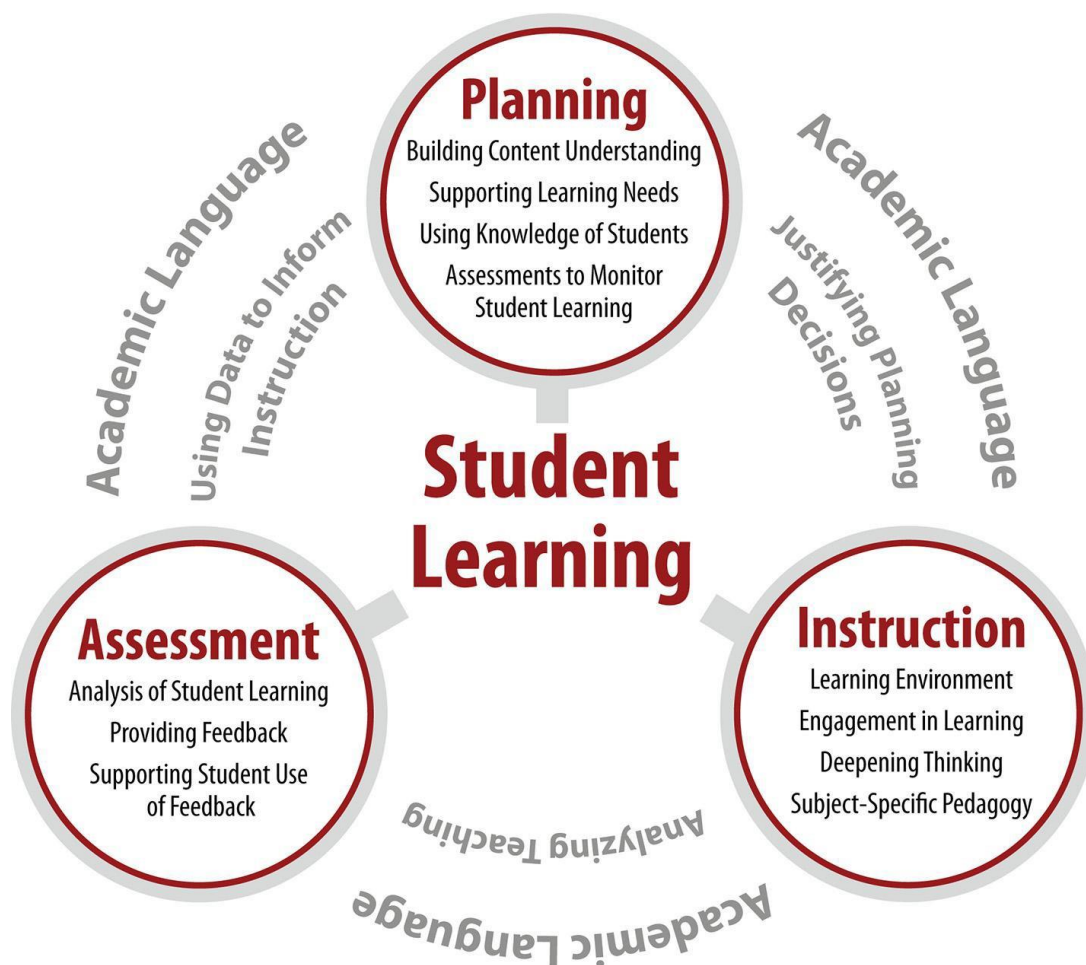
Ms. Sharon Freely, Teacher
School Address and Phone Number

edTPA Performance Assessment

edTPA stems from a twenty-five-year history of developing performance-based assessments of teaching quality and effectiveness. The Teacher Performance Assessment Consortium (Stanford and AACTE) acknowledges the National Board for Professional Teaching Standards, the Interstate Teacher Assessment and Support Consortium, and the Performance Assessment for California Teachers for their pioneering work using discipline-specific portfolio assessments to evaluate teaching quality. This version of the handbook has been developed with thoughtful input from over six hundred teachers and teacher educators representing various national design teams, national subject matter organizations (AAHPERD, ACEI, ACTFL, AMLE, CEC, IRA, NAEYC, NAGC, NCSS, NCTE, NCTM, NSTA), and content validation reviewers. All contributions are recognized and appreciated.

The Cycle of Effective Teaching and edTPA Tasks

These edTPA tasks represent a cycle of effective teaching. edTPA Elementary Literacy begins at the planning stage of the cycle, and the Elementary Mathematics Assessment Task at the assessment stage to inform further planning. The planning task documents your intended teaching. The instruction task documents your enacted teaching. The assessment tasks document the impact of your teaching on student learning and how that analysis informs further planning.



These tasks and the evidence you provide for each are framed by your understandings of your students and their learning. As you develop, document, and teach your lessons, you will reflect upon the cyclical relationship among planning, instruction, and assessment, with a focus on your students' learning needs.

**edTPA Handbook, (2012). Board of Trustees of the Leland Stanford Junior University.*

edTPA Performance Assessment

MST Candidates will complete a preliminary edTPA assessment during Clinical Internship I in the fall semester as part of their methods course requirements. This preliminary assessment will be submitted and graded by the course professor.

During Clinical Internship II in spring semester, candidates will complete the official edTPA performance assessment. This official assessment will be submitted to Pearson Inc. for scoring.

Requirements of the edTPA Performance Assessment:

- Identify contextual factors of your learners
- Plan 3-5 consecutive lessons in your content area (Literacy & Math for elementary)
- Teach & video tape lessons (submit 1- 15 min. segment of teaching)
- Assess students and provide effective feedback
- Analyze and prepare commentary on your experience

Candidates will have access to their Discipline's edTPA handbook by September. The handbook will be available online in TK20. It is highly recommended that each candidate print their handbook and place it in a 3-ring binder for continual reference.

***edTPA Handbooks are for personal use only!** Each candidate will need to sign a “nondisclosure agreement” which states: *“I understand that I may not distribute or disclose in any way any of the material available in the edTPA handbooks to anyone who is not participating in edTPA at my institution.”* You may NOT print or share the handbook for anyone outside of our program (including cooperating teachers).



Intern Performance Assessment

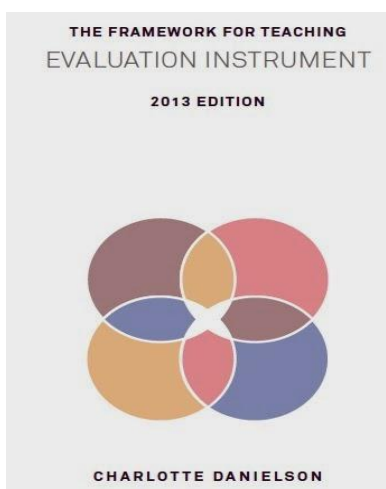
Suggestions for Pre-Observation Conference (often conducted over the phone):

- Review plans for the lesson(s)
- Discuss
 - Objectives and how they relate to students
 - Relationship to previous lessons or connection with candidate's prior experiences
 - Activities students will complete during the lesson
 - Differentiation to meet the needs of all learners
 - Students' behavioral expectations
 - Assessment of student learning & Feedback
- Prepare intern to accommodate individual differences
- Determine follow-up after lesson
- Point out concerns about the lesson
- Establish a particular focus during the observation

Suggestions for Post-Observation Conference

- Share your impressions of the lesson today.
- What aspects of the lesson were effective?
- What have you learned from this lesson?
- What would you like to change? Why?
- To what extent do you think you achieved your instructional objectives?
- How did you know you met those objectives?
- How did you (or will you) assess student learning?
- If you were to teach this lesson again, what would you repeat; what would you change?
- What will you do next to improve and or extend student understanding?
- Is there anything in particular you would like to focus on the time I observe?

Modified lists from Brerman, Sharon. (1995) *Guiding and Assessing Teacher Effectiveness: A Handbook for Kentucky Teacher Internship Program Participants*. The University of Kentucky.



Danielson Framework: Clinical Practice/Internship Midterm and Final Evaluation

Candidate: _____
Program: _____
District: _____
School: _____

Supervisor: _____
Collaborating Teacher: _____
Subject/Grade: _____
Date: _____ **Midterm/Final (circle one)**

Instructions: Rate the candidate on each of the components using the Performance Definitions in the *Framework for Teaching* rubric (The Danielson Group). For ratings of *Distinguished* or *Proficient*, a description of evidence to support the rating must be included in the comments section. For ratings of *Basic* or *Unsatisfactory*, clear recommendations for growth must be included in the comments section. **In order to be recommended for certification, the candidate must receive at least a *Basic* rating for all indicators.**

Domain 1: Planning and Preparation	Rating
1a. Demonstrating knowledge of content and pedagogy.	
1b. Demonstrating knowledge of students	
1c. Setting instructional outcomes.	
1d. Demonstrating knowledge of resources.	
1e. Designing coherent instruction.	
1f. Designing student assessments.	
<i>Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:</i>	

Domain 2: Classroom Environment	Rating
2a. Creating an environment of respect and rapport	
2b. Establishing a culture for learning	
2c. Managing classroom procedures	
2d. Managing student behavior	
2e. Organizing physical space	
<i>Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:</i>	

Domain 3: Instruction	Rating
3a. Communicating with students.	
3b. Questioning and discussion techniques	
3c. Engaging students in learning	
3d. Using assessment in instruction	

3e. Demonstrating flexibility and responsiveness	
<i>Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:</i>	

Domain 4: Professional Responsibilities	Rating
4a. Reflecting on teaching	
4b. Maintaining accurate records	
4c. Communicating with families	
4d. Participating in a professional community	
4e. Growing and developing professionally	
4f. Showing professionalism	
<i>Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:</i>	

Additional Comments

Please also use the program’s SPA-specific rubric to evaluate the candidate for midterm and final evaluations.

Recommendation for Certification (TO BE FILLED OUT FOR FINAL EVALUATION ONLY)
The candidate (circle one) IS / IS NOT recommended for certification in _____ (Certification area as per the NJDOE).

Supervisor’s Signature

Date

Collaborating Teacher’s Signature

Date

Candidate’s Signature

Date

SPA Addendums:

* Elementary and Subject Matter both have CAEP SPA (Specialty Professional Association) Addendum evaluation forms that need to be completed in addition to the Performance Evaluation Form. The SPA addendum evaluation forms are located below the Performance Evaluation form in Banner. When you click on the SPA link at the bottom, it will open. Each content area SPA Addendum can be found on the Office of Clinical Experience’s website at the following link:

<http://www.rowan.edu/colleges/education/ofe/assessment.html>.

Rating for the Performance Evaluation Rubric must be entered into Banner by University Supervisor and accepted online in Banner by Collaborating Teacher and Candidate.

Danielson Rubric	Level 1 Unsatisfactory	Level 2 Basic	Level 3 Proficient	Level 4 Distinguished
<p>1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>ACEI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7</p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
<p>1b: Demonstrating Knowledge of Students</p> <p>ACEI 1.0</p>	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
<p>1c: Setting Instructional Outcomes</p> <p>ACEI 3.1</p>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p>1d: Demonstrating Knowledge of Resources</p>	<p>The teacher is unaware of resources to assist student learning beyond materials</p>	<p>The teacher displays some awareness of resources beyond those provided by</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district,</p>	<p>The teacher's knowledge of resources for classroom use and for extending one's professional skill is</p>

<p>ACEI 3.1</p>	<p>provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.</p>	<p>extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p>1e: Designing Coherent Instruction</p> <p>ACEI 3.2</p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice</p>
<p>1f: Designing Student Assessments</p> <p>ACEI 4.0</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p>2a: Creating an Environment of Respect and Rapport</p> <p>ACEI 3.4</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral,</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>

		conveying neither warmth nor conflict.	be somewhat cautious about taking intellectual risks.	
<p>2b: Establishing a Culture for Learning</p> <p>ACEI 3.5</p>	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
<p>2c: Managing Classroom Procedures</p> <p>ACEI 3.4</p>	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
<p>2d: Managing Student Behavior</p> <p>ACEI 3.4</p>	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.
<p>2e: Organizing Physical Space</p>	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of	The classroom is safe, and students have equal access to learning activities; the	The classroom environment is safe, and learning is accessible to all students, including those with

<p>ACEI 3.4</p>	<p>the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>3a Communicating with Students</p> <p>ACEI 3.5</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</p>	<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</p>
<p>3b: Using Questioning and Discussion Techniques</p> <p>ACEI 3.3</p>	<p>The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without</p>	<p>The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are</p>

	asking students to explain their reasoning. Only a few students participate in the discussion.	them to respond to one another, and to explain their thinking, with uneven results.	appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	heard in the discussion.
3c: Engaging Students in Learning ACEI 3.4	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
3d: Using Assessment in Instruction ACEI 4.0	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

<p>3e: Demonstrating Flexibility and Responsiveness</p> <p>ACEI 3.5</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
<p>4a Reflecting on Teaching</p> <p>ACEI 5.1</p>	<p>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>4b: Maintaining Accurate Records</p> <p>ACEI 5.1</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.</p>	<p>The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
<p>4c Communicating with Families</p> <p>ACEI 5.2</p>	<p>The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are</p>

				frequent and successful.
4d Participating in the Professional Community ACEI 5.2	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</p>
4e: Growing and Developing Professionally ACEI 5.2	<p>Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
4f: Showing Professionalism ACEI 5.2	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher</p>

				complies fully with school and district regulations, taking a leadership role with colleagues.



Danielson Framework: Clinical Practice/Internship Observation Form

Candidate: _____
School/District: _____
Date: _____ **Time:** _____

Supervisor: _____
Content Area & Grade Level: _____
Observation #: 1 2 3 4 5 **Long or Short Observation (circle)** _____

Instructions: Write a description of the lesson context including any extenuating circumstances. Then provide formative ratings for the candidate on each of the indicators using the Performance Definitions in the *Framework for Teaching* rubric (The Danielson Group, 2013). For ratings of *Distinguished (D)* or *Proficient (P)*, a description of evidence to support the rating must be included in the comments section. For ratings of *Basic (B)* or *Unsatisfactory (U)*, clear recommendations for growth must be included in the suggestions section. In the last section, indicate any specific suggestions that should be addressed prior to or during the next observation.

Domain	Ratings for Indicators (U, B, P, D or NO)	Rationale (Required for U, D or NO)	Suggestions for Domain
Pre-Observation PLANNING/ PREPARATION	1a. Knowledge of Content and Pedagogy		
	1b. Knowledge of Students		
	1c. Instructional Outcomes		
	1d. Knowledge of Resources		
	1e. Designing Coherent Instruction		
	1f. Designing Student Assessment		
	Program-specific (SPA) Planning/Preparation Indicators		
Classroom Observation CLASSROOM ENVIRONMENT /INSTRUCTION	2a. Creating an environment of respect/rapport		
	2b. Establishing a culture for learning		
	2c. Managing classroom procedures		
	2d. Managing student behavior		
	2e. Organizing physical space		
	3a. Communicating with students		
	3b. Questioning and discussion techniques		
	3c. Engaging students in learning		
	3d. Using assessment in instruction		
	3e. Demonstrating flexibility/responsiveness		
Program-specific Classroom Environment/ Instruction Indicators			
Post-Observation PROFESSIONAL	4a. Reflecting on teaching		
	4b. Maintaining accurate records		
	4c. Communicating with families		
	4d. Participating in a professional community		
	4e. Growing and developing professionally		
	4f. Showing professionalism		
Program-specific Professional Indicators			

Candidate: _____

Date: _____

Basic Lesson Context, Extenuating Circumstances and Narrative (use additional sheets if necessary)

Key Suggestions for Next Observation

Supervisor's Signature

Date

Candidate's Signature

Date

Ten-Day Improvement Plan

Prior to the initiation and implementation of a Ten-Day Plan the supervisor must discuss this with the Clinical intern and CT or university supervisor

Start Date: _____ End Date: _____

Intern: _____ Cooperating Teacher: _____
 (Print) (Print)

Supervisor: _____ School: _____
 (Print) (Print)

This Ten-Day Plan is designed with collaboration of the university supervisor, collaborating teacher, and the clinical intern named above to improve his/her performance in the clinical practice experience. The plan is intended to assist said intern in meeting standard(s)/indicator(s) of the *Clinical Practice Clinical Intern Performance Evaluation Rubric*. All interns must meet expectations of all indicators prior to the end of the semester. The collaborating 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 e-mail to the supervisor and clinical intern. An infraction of any aspect of this plan will require an eligibility meeting on campus with the intern, supervisor, and department chair.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The process complies with COE Policy IV.E Discontinuance of Clinical Practice Assignment paragraphs 1-3, found in the COE *Clinical Practice Handbook: A Guide for Teacher Candidates, Cooperating Teachers and University Supervisors*.

Ref. #	Performance Indicator(s) of Concern	Evidence of Improvement	Due Date

Ref. #	Performance Indicator(s) of Concern	Evidence of Improvement	Due Date

Comments:

This plan has been reviewed and agreed to by the following:

Clinical Intern: _____ Date: _____
 (Signature) Date: _____
 Date: _____

Collaborate Teacher: _____
 (Signature)

University Supervisor: _____
 (Signature)

This plan has been reviewed by:

The Executive Director of Student Services _____ Date: _____
 (Signature)

The Student Progress Committee Chair _____ Date: _____
 (Signature)

The Department of Teacher Education Chair _____ Date: _____
 (Signature)

Sample of Completed Ten-Day Improvement Plan

Prior to the initiation and implementation of a Ten-Day Plan the supervisor must discuss this with the Clinical Practice Facilitator and either the Department Chair or the Chair of the Student Progress Committee.

Start Date: _____ End Date: _____

Candidate: _____ Cooperating Teacher: _____

(Print)

(Print)

Supervisor: _____ School: _____

(Print)

(Print)

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

The process complies with COE Policy IV.E Discontinuance of Clinical Practice Assignment paragraphs 1-3, found in the COE *Clinical Practice Handbook: A Guide for Teacher Candidates, Cooperating Teachers and University Supervisors*.

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.	Students know exactly what behavior is expected. Teacher posted behavioral expectations on bulletin board. Teacher has appropriate set of consequences for misbehavior.	Daily as observed by collaborating teacher or University supervisor.
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.	Daily as observed by collaborating teacher or University supervisor.
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.	Daily as demonstrated through instruction. Anecdotal records to be kept by collaborating teacher and University

Ref. #	Performance Indicator(s) of Concern	Evidence of Improvement	Due Date
8	Spoken and written English contains pronunciation and grammatical errors.	Models accurate spoken and written English.	Collaborating teacher and University supervisor.
8	Oral directions are given without the full attention of all students.	Develops effective listening strategies with students when listening for oral directions.	Daily as demonstrated through instruction. Anecdotal records to be kept by supervisor.
12.1	Does not refer practices to address the needs of all students.	Demonstrates successful practices and techniques to address learners' needs.	Daily as demonstrated through instruction. Anecdotal records to be kept by collaborating teacher and University supervisor.
12.3	Does not consistently fulfill professional or other school responsibilities.	Meets all required school responsibilities including appropriate deadlines, written responsibilities, and assigned duties.	Daily as demonstrated through instruction. Anecdotal records to be kept by collaborating teacher and University supervisor.

Comments:

This plan has been reviewed and agreed to by the following:

Teacher Candidate: _____
(Signature)

Date: _____
Date: _____
Date: _____

Cooperating Teacher: _____
(Signature)

University Supervisor: _____
(Signature)

This plan has been reviewed by:

The Executive Director of Student Services _____
(Signature)

Date: _____
Date: _____
Date: _____

The Student Progress Committee Chair _____
(Signature)

The Department of Teacher Education Chair _____
(Signature)

Ten Day Remedial Plan and the Discontinuance of Clinical Practice Assignment

There are occasions, during the clinical practice quarter/semester, when consideration must be given to the remediation or in extreme cases, the removal of the teacher candidate from a field placement setting. In the event that this should happen, the following procedures will be followed.

(Please visit the COE Policies and Procedures website: <http://www.rowan.edu/colleges/education/Policies/index.html>)

1. As soon as the university supervisor becomes aware of a problem he/she will initiate an on-site conference with the candidate and collaborating teacher. The building administrator and/or university department chair may be included.
2. The problem will be defined and a **Ten Day** written remedial plan with a timeline will be developed in consultation with the candidate, collaborating teacher, and supervisor. The university supervisor will keep anecdotal records of progress or lack thereof.
3. If the problem cannot be remediated within 10 working days, a meeting will be held at the University with the supervisor, teacher candidate, and the department chair. The Office of Field Experiences Director or designee might also attend. The supervisor will bring the following documents to the meeting:
 - a) the previous remediation plan with an explanation of why it was not successful
 - b) all supervisor's observations, evaluations, and records
 - c) all collaborating teacher and district input
4. After reviewing all pertinent data and following a discussion of this data as well as other pertinent information with attendees, this group, in item 3 above, will make a recommendation for:
 - a) allowing the student to remain in the current placement
 - b) removal and placement of the candidate for the current semester/quarter with suggestions for successful placement, or
 - c) discontinuance of the placement for the balance of the semester. Replacement can occur when requirements for successful placement have been met. The department will assume responsibility for monitoring candidate progress toward completion of the requirements for successful replacement
5. The department chair, in consultation with the supervisor, will complete the Discontinuance Form Clinical Practice form, make copies for the candidate, supervisor and department, and forward the original to the Office of Field Experiences (OFE). If replacement of the candidate is to occur, the department will arrange for a consultation with the Office of Field Experiences Director to ensure that OFE plans collaboratively with the department and the student to effect a successful replacement.
6. Discontinuance by Partner School/District At any time before or during clinical practice, the school district can direct the University to remove a candidate from his/her assignment. For example, in an interview or meeting prior to the assignment, the district may determine that the teacher candidate would not make a positive contribution to the educational system in the district; or during the assignment, school authorities may feel that the teacher candidate is not living up to the responsibilities they expect. In either case, or for instances not specified, the University will comply with the district's request to remove a teacher candidate from a particular assignment. In several situations, the New Jersey Commissioner of Education has ruled that pre-service teaching is a privilege extended by local school districts to colleges and their students. Emphasis is placed on the fact that it is a privilege rather than a right for Rowan University students to be accommodated by a

school for their clinical practice assignments. This privilege can be terminated at any time by the school district.

7. Discontinuance by Rowan University The authority of the University may also terminate clinical practice assignments. The College of Education, through the approved program of teacher certification, is entrusted with the responsibility to recommend for certification only those individuals who can show that they possess the competencies necessary for becoming a successful teacher. Pursuant to this obligation, university supervisors must make assessments concerning a teacher candidate's competence in the field through evaluative visits. If, during the clinical practice period, in the professional judgment of the University supervisor, and in consultation with the collaborating teacher, it is concluded that the teacher candidate does not demonstrate the appropriate knowledge, skills, and dispositions for becoming a successful teacher, the candidate may be removed from the assignment. In addition, failure to comply with any College of Education regulations concerning clinical practice as stated in this handbook may be cause for termination of the assignment.
8. Procedures to be Followed Regarding Discontinuance of Clinical Practice In the event that immediate discontinuance is requested by the school district or if the University has determined that continuation of clinical practice for even a short period would be harmful to the students, school district or University, the teacher candidate will immediately be removed from the assignment with a follow-up meeting at the University within three (3) working days. In other instances where it appears that the teacher candidate is having problems, which may result in placement discontinuance, identification of problem areas and a (ten-working days written) plan for resolving these problems should be initiated and monitored by the supervisor. It is required that the same procedure be followed should a candidate decide to discontinue.
9. Discontinuance up to Mid-Semester If discontinuance is to occur and reassignment for the current semester is not recommended, the teacher candidate will initiate and sign a "Withdrawal from Course Request" form, available from the Registrar's Office. Upon receipt of this form, the Registrar will enter a "W" on the student's transcript. The withdraw notation of "W" is not a grade.
10. Discontinuance after Mid-Semester Candidates' requests for withdrawals after mid-semester are considered exceptional and are only granted for sufficient reasons beyond the candidates' control. The withdrawal process will follow the policies and procedures of the University as outlined in the Student Handbook. A withdrawal after mid-semester will result in the notation of "WP" (withdrawal with passing academic standards) or "WF" (withdrawal with academic failure). The notation of "WP" or "WF", although not considered a grade, will be entered on the candidate's transcript.
11. Reapplication for Clinical Practice The candidate may reapply for clinical practice within two years after all suggestions for remediation have been met. With permission from his/her department, the candidate will reenroll in clinical practice and pay all tuition and fees as listed.
12. Discontinuance by Teacher Candidate Candidates may discontinue clinical practice for reasons of serious illness or other extenuating circumstance. Candidates must follow the same procedure as if the University were discontinuing clinical practice.

DISCONTINUANCE FORM rev 7.01.13

Student's Name _____ University Supervisor _____

Department _____ Quarter/Semester: Fall _____ Spring _____

District _____ School _____

Cooperating Teacher(s) _____

Contact Administrator (if applicable) _____

Date of Discontinuance: _____ Education Advisor _____

Reason: _____

(Attach additional pages as necessary)

Cooperating Teacher(s) is/are in agreement with the decision: YES _____ NO _____

Supporting documentation attached? YES _____ NO _____

Graduation Plans (for spring semester candidates): Walking _____ Not Walking _____

Other Graduation Plans: _____

RECOMMENDATIONS

_____ The university supervisor and **Department Chair** recommend that clinical practice candidate remain at the current placement.

_____ The university supervisor and **Department Chair** recommend that in our professional judgment, the clinical practice candidate should be removed and clinical practice should NOT be repeated.

_____ The university supervisor and **Department Chair** recommend that clinical practice be repeated after remediation.

Recommendations for successful placement (remediation/placement/plan): _____

Teacher Candidate _____ Date _____

Supervisor's Signature _____ Date _____

Department Chair' Signature _____ Date _____

Director of Student Services _____ Date _____

ATTACHMENTS (For Office of Field Experiences Copy Only)

_____ Copies of all completed observation reports from university supervisor

_____ Copies of all completed observation reports from cooperating teacher

_____ Remediation plan for the student



Frequently Asked Questions

Q: Which calendar do I follow?

A: Follow the University's calendar for beginning and ending dates. Follow the collaborating teacher's calendar for the remainder of the placement.

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

A: Intern should contact the supervisor and collaborating teacher the night before, if possible, or as early as possible the day that candidate is calling out.

Q: Who gives the final grade to the intern?

A: The Rowan supervisor in collaboration and consultation with the collaborating teacher is responsible for assigning the final grade.

Q: How often does the supervisor visit the candidate?

A: Supervisors visit every two weeks with a minimum of 8 visits with 5 formal observations/evaluations for semester candidates; and supervisors visit every two weeks with a minimum of 4 visits and 3 formal observations/evaluations for quarter candidates.

Q: Where might we collect evidence of meeting 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 assessment
- Notes from observations, conversations, interviews, and research
- Reflective journals

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

A: Working with collaborating teachers, candidates might:

- Write letters to families (e.g., introductions, new units, explanations 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
- Integrate community resources into lessons

Q: What might we discuss in a post-observation conference?

A: See page 61 for pre-and post-observation discussion items and questions.

Q: If an intern gets a 1 (Unsatisfactory) in any area on the final performance evaluation rubric, can he/she pass clinical practice?

A: No. Interns must meet a minimum of a “basic” rating (2 or above) on all indicators to pass clinical practice and to be recommended for certification. At the end of the Midterm Evaluation Conference, the candidate, the collaborating teacher, and the supervisor should discuss any DN’s and address ways the candidate may work on them in order to earn an ME by the Final Evaluation. If a candidate is in danger of receiving a 1 “Unsatisfactory” on the Final Evaluation, the collaborating teacher and supervisor should institute a 10-Day Improvement Plan to assist the intern in resolving the issues.

Q: Why isn’t there an NA (Not Applicable) response on the Performance Evaluation Rubric?

A: Interns must meet all indicators by the end of the semester. Therefore NA is not an option on the Observation Reports or the Performance Evaluation Rubrics. Note that a 1” Unsatisfactory” early in the semester may just signify that the intern has not had the opportunity to meet the indicator yet.

Q: What is the procedure for completing the Midterm and Final Evaluation Rubric?

A: After consultation and collaboration with the collaborating teacher, the university supervisor will enter the ratings (1-4) for all of the indicators on the Evaluation Rubric (for both Midterm and Final) on-line into Banner. Once completing this, the collaborating teacher and then the intern will receive an e-mail with instructions for how they are to open the Evaluation Rubric in Banner and accept the evaluation, which will serve as an on-line signature. Once the intern has completed this, the Evaluation Rubric will be considered complete. The due dates for these will be included in the informational e-mail.

Q: What if the collaborating teacher or the intern has a problem completing the above Banner process for the Midterm or the Final Evaluation?

A: The university supervisor may be able to assist with an explanation. If not, the initial e-mail the collaborating teacher and the intern will receive regarding going to Banner to open the Evaluation Rubric and provide the on-line acceptance/signature will include the name, phone number, and e-mail address of the individual designated for each program within the College of Education who will be able to assist.

Thank You!

