THE CLINICAL INTERN

One expectation for each clinical intern is that an interview at the placement district/agency/ school will be held well before the onset of the semester of clinical practice. During this time the university student is reminded to make a note of the principal's name as well as that of the contact person and telephone number and email address to contact if he/she is late or absent.

The first few days of clinical practice internship are extremely important, for they set the tone for the entire experience. While orientation to the school and community may continue throughout the semester, most orientations take place the first week.

A. Responsibilities

The pre-service teacher plays the central role in the clinical practice internship semester. Consequently, it is essential that the intern approaches this experience with an understanding of the basic program and the responsibilities to be met. The clinical intern, the cooperating teacher, and the clinical supervisor assume certain responsibilities. Please refer to the information regarding those responsibilities in the appropriate sections of this handbook.

The following is a list of basic responsibilities for the clinical intern during the semester of the internship. The clinical intern:

1. presents negative test results for the Mantoux (Tuberculin) Test to the school nurse before the first day of the experience, the results of which must be no more than six (6) months old. A student with a positive reaction to the Mantoux test must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician's report.
2. follows the school and district's calendar. The intern is to report on the first day of school according to the semester of the assignment. The university assigns the last day of professional internship. The Clinical Intern Calendar for the semester identifies specific dates of importance to each intern.
3. is expected to be in attendance every day, all day for the fifteen or sixteen weeks of the clinical internship. If illness prevents a student from attending, the intern is to notify the school as early as possible and make arrangements for lesson plans and materials. The clinical supervisor is to be made aware immediately that a clinical intern is not in attendance.
4. dresses according to the professional standards established by the clinical supervisor, clinical intern and/or teacher(s) with whom the clinical intern works. Jeans are not appropriate for most teaching situations.
5. behaves respectfully and professionally in his/her relationships with students, faculty, non-teaching staff, parents, and administrators.
6. becomes acquainted with other school staff members such as teachers, administrators, nurses, librarians, secretaries, and custodians and administrators acquainted within the first two weeks.

7. plans to arrive at school early and stay late and to notify the school and the clinical supervisor of an impending late arrival.

8. observes as many different teaching situations as possible. For example, the intern plans to observe an English as a Second Language (ESL) class, a Gifted and Talented (G and T) class, and at least one inclusion class, participating in duties and assignments as requested/assigned by administration or cooperating teacher.

9. participates in after-school student activities/programs along with the cooperating teacher.

10. obtains a map of the school district and a school calendar for his/her personal use, as well as for his/her clinical supervisor.

11. becomes familiar with district policies and regulations regarding accidents, discipline, fire drills, school closings, lockdowns, drug and other substance abuse, child abuse and sexual harassment.

12. attends faculty meetings, professional development sessions, school board meetings, PTA meetings, and other instructional and professional activities.

13. attends university scheduled clinical practice internship workshops and/or seminars.

14. prepares a daily and semester schedule for the clinical supervisor.

15. discusses with the cooperating teacher the classroom management and discipline procedures that the cooperating teacher would wish him/her to use.

16. limits outside employment during the period of clinical practice internship, making every effort not to permit personal needs and obligations, or other university courses or activities to take precedence over his/her internship responsibilities. A student is not to leave early or to be absent from his/her cooperating school to engage in a university course or employment.

17. resolves conflicts between clinical practice internship obligations and other activities with the clinical supervisor and cooperating teacher.

18. limits registration to one course in addition to the clinical internship.

19. practices daily *NJ Professional Standards for Teachers (2015).*

20. is under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

B. Requirements

Underlying the teacher preparation program at Kean University is the goal that the clinical intern becomes an informed, dynamic professional. This means that the faculty and staff are committed to the preparation of educators who will be creative, innovative and inquiring educational leaders in the settings in which they will work. Teachers engage in a wide array of decision-making activities, and we believe that reflective practice and ongoing teacher inquiry are ways in which a teacher's knowledge, skills, and dispositions can be strengthened and improved.

There are five **requirements** of the clinical practice internship semester:

1. the maintenance of a daily reflective journal to be reviewed by clinical supervisor;

2. preparation of daily lesson plans;

3. completion and analysis of videotaped lesson;

4. instruction and assessment of K-12 students; plan, implement and be observed teaching at least one (1) computer-aided lesson during the professional internship;

5. completion and submission of a NJ DOE approved performance assessment (edTPA).

1. Journal (*Required*)

Keeping a reflective journal of the events and experiences occurring during the clinical practice internship is a course requirement. The journal is an ongoing narrative in which daily entries reflect the clinical intern's increased awareness and development of:

a. Growth in understanding of an intern's professional and personal needs, i.e., areas in which additional training is necessary, such as questioning, summarizing, or transitioning between instructional strategies.

b. Relationships with students, cooperating teacher and building personnel, i.e., communicating, responding, valuing of others.

c. Development of instructional skills, i.e., specific skills you have learned and strengthened through classroom application, as well as the identification of areas in need such as planning or assessing.

d. Flexibility in dealing with daily occurrences, e.g., strategies for handling students who arrive late to class or positive reinforcement of student behavior.

e. Recognition and use of K-12 student interests, responses and questions, i.e., relevancy of subject or topics to K-12 students' lives or integrating student interest.

f. Understanding the role of the teacher in the school and community.

g. Recognition and application of educational theories and principles related to such topics as instructional intelligences or questioning techniques.

h. Creation of instructional opportunities adaptable to diverse learners, e.g., planning with teacher of the handicapped for a student with special needs.

i. Contextual factors that shape the nature and diversity of the community, district and the classroom.

The clinical supervisor will instruct the clinical intern as to how often the journal entries are to be submitted and reviewed and in what form, electronically, via email, etc.

2. Lesson Plans (*Required*)

Units, lessons, activities, experiences, techniques, plans and strategies are terms that are used every day in a classroom to identify some aspect of the planning-to-teach process.

Teachers plan in order to introduce, reinforce, clarify, assist, organize, and better communicate with their students.

During the clinical practice internship, each clinical intern will be responsible for both daily and unit planning. Initially, a student will plan with greater detail so that the plans will provide support in the lessons which will be taught. Interns are also expected to demonstrate their competency planning for students who need special consideration: students with special needs, ESL, and students who have prior knowledge of the material before the lesson begins. As more instructional responsibilities are added and assumed and the clinical intern becomes more experienced, the student and the cooperating teacher, after consulting with the clinical supervisor, may decide that plans may become less detailed.

A clinical intern is responsible for submitting a plan for each lesson that is to be taught. The lesson plan is to be signed by the cooperating teacher before the lesson is implemented. Each clinical supervisor will review a lesson plan and observe a lesson that incorporates the use of computer technology, software, and/or media.

3. Classroom Teaching (*Required)*

The clinical intern will be prepared to interact with students on the first day of the clinical practice internship. He/she may work with small groups and individual student instruction. For the duration of the placement the clinical intern will assume major responsibility for planning, instruction, and assessment.

a. The clinical intern is ***required*** to teach in all content areas and work with all ability levels during the course of the full semester experience. The intern is required to teach full time/all day continuing through the full semester. (See Clinical Practice Calendar for the last day of the semester.)

b. The clinical intern is ***required*** to prepare written lesson plans daily which are to be made available for examination, comment, and approval by the cooperating teacher and the clinical supervisor. Foundational to lesson planning is the incorporation of the *NJCCC Standards (2011)*. Plans are to be organized in chronological order and filed in a folder or ring binder.

c. The clinical intern is ***required*** to prepare and implement at least one (1) lesson incorporating computer-aided instructional strategies during the clinical practice internship. This lesson is to be observed and documented by the clinical supervisor.

C. Time Frame for Induction into Classroom

This is a recommended plan for using the co-teaching method with a student intern during the semester. This plan serves as a working model for a calendar, which should be discussed and developed collaboratively by the cooperating teacher, clinical supervisor and clinical intern.

Week 1

Observation: Time spent in the classroom the first week will be in becoming acclimated to the culture of the school and the classroom. It's a time for building rapport with your cooperating teacher. Learn the

names of the students, school personnel, and become familiar with existing classroom management. Visiting other classrooms on the same grade or content level as well as those above and below the grade level as well as ESL/Bilingual and inclusion classrooms is highly recommended.

Participation: Begin to assume routine classroom duties, e.g., homeroom supervision, opening activities, attendance, and lunch count; assist teacher in gathering instructional materials; work with students on a one-to-one basis. Implement co-teaching process, *One Teach, One Assist,* circulating through the room providing unobtrusive assistance as needed.

Planning: Review and discuss lesson plans developed by the cooperating teacher. Decide on a topic for the unit(s), edTPA.

Assessing: Discuss daily instructional program and particular happenings during each day. Make daily entries in the journal.

Week 2 and 3

Observation: Observe the cooperating teacher *(One Teach, One Observe),* record data of observations on student behavior during a lesson or on teaching strategies used by the cooperating teacher.

Participation: Continue and increase your instructional practice and supplemental non-teaching activities.

Planning: Continue Teacher Work Sample and daily lesson plans.

Instructing: Plan and co-teach short lessons throughout the day. Assist with individual students while cooperating teacher teaches *(One Teach, One Assist).*

Assessing: Continue daily informal conferences and planning sessions and one formal conference a week with your cooperating teacher. Anticipate a visit by clinical supervisor. Continue entries in the journal.

Week 4

Observation: Continue observation format using co-teaching process, *One Teach, One Observe*, or observe cooperating teacher using new teaching approaches and strategies.

Planning: Plan with cooperating teacher to co-teach most of the day, using any of the six co-teaching approaches. Continue to work on edTPA.

Instructing: Co-teach most of the day using agreed upon co-teaching models.

Assessing: Continue daily informal conferences and one formal conference a week with your cooperating teacher. Analyze daily formative assessments and data collected during observations. Continue your journal entries.

Weeks 5-11

Planning: Plan with cooperating teacher for teaching or co-teaching all classes. Assume responsibility in planning lessons that will be taught independently.

Instructing: Assume shared responsibility for all lessons in the classroom. Try to use as many additional co-teaching approaches as you and your cooperating teacher feel meet the needs of the students in the class: *Station Teaching, Parallel Teaching, Alternative Teaching, Teaming.* Change roles as you experiment with each co-teaching model. Teach your edTPA unit, finish and refine it by the eighth week of the semester.

Assessing: Meet with cooperating teacher informally each day to review and evaluate formative and summative assessment data taken during lessons. Continue one formal conference a week with your cooperating teacher. Continue your journal entries.

Weeks 12-13

Participation: Independent teaching of lessons is replaced with co-teaching all lessons. Continue with all routine classroom duties.

Planning: Plan with cooperating teacher for the co-teaching of all lessons.

Instructing: Co-teach all lessons, using as many co-teaching approaches as you and your cooperating teacher feel meet the needs of the students.

Assessing: Continue daily informal and formal weekly conferences. Continue journal entries.

Weeks 14-15/16

Participation: Continue with routine classroom duties.

Observing: Take time to observe other classrooms in the building at multiple levels and in other content areas as applicable. Continue to use *One Teach, One Assist* when not using other co-teaching approaches.

Planning: Tie up all loose ends (i.e., teaching of units, recording of grades and other record keeping, returning of textbooks and other instructional materials).

Instructing: Co-teach reduced number of lessons each day.

Assessing: Complete disposition assessment of the clinical intern by cooperating teacher and clinical supervisor. Continue journal entries. Complete and submit Assessment of Clinical Supervisor form.

D. Pacing Guide

Pacing Guide for Co-Teaching Classrooms

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Planning and orientation to school and classroom culture	Observe cooperating teacher Plan and co-teach short lessons throughout the day		Plan and co-teach most of the day Observe co-teacher using new approaches; strategies	Plan and co-teach throughout the day Use designated time for independent teaching with cooperating teacher observing							Plan and co-teach throughout the day		Reduce co-teaching, as a way to "return" class back to the cooperating teacher	

This guide shows a semester progression that allows for initial observation and "orientation," so that the two partners can develop a relationship, the clinical intern can become familiar with the curriculum and the student population, and, as a novice teacher, receive feedback on basic teaching strategies. The clinical intern and cooperating teacher then increase co-planning and co-teaching tasks as they move toward working as instructional partners, while also establishing some independent teaching time for the student co-teacher to satisfy university evaluation needs. Ultimately, the co-teachers will share the leadership related to instructional responsibilities. The guide also illustrates that as the semester draws

down; the intern co-teacher relinquishes co-teaching tasks to shift the classroom back to the singular management of the classroom teacher.

-adapted from http://faculty.virginia.edu/coteaching/index.html

E. Basis for Final Assessment of a Clinical Intern

One purpose of evaluation is to determine readiness of the clinical intern to be recommended for New Jersey Teacher Certification. The assessment process includes information from two sources: 1) the cooperating teacher and 2) the clinical supervisor.

The cooperating teacher completes online two (2) formal written assessments of the clinical intern's progress: the mid experience and final assessment. See Appendix I for a sample. (The same report form is used for the mid and final report). Although this information will not be part of the student's permanent record, it will serve as a valuable reference to help the student improve his/her skills or increase his/her knowledge. Both the student and the clinical supervisor will be involved in the preparation of these evaluations. A clinical intern will be required to sign each evaluation signifying that he/she has reviewed each with either or both the cooperating teacher or the clinical supervisor. The clinical intern's signature indicates that he/she has read the evaluation; it does not signify either approval or disapproval. **The final decision for evaluation and recommendation for certification rests with the clinical supervisor.**

The clinical supervisor is responsible for ensuring completed and signed assessment copies, including narrative reports and mid/final meeting forms, are submitted to the Teaching Performance Center. Other assessments including mid-term and final performance competency assessments are submitted online. The final meeting form of the clinical intern validates the application for certification when it is forwarded to the Bureau of Licensing at the State Department of Education in Trenton, New Jersey.