# Clinical Placement Handbook

## Office of Student Placement & Clinical Experiences (SPACE)

## College of Education (COE)

## Version 2.0

*Teacher candidates are responsible for reviewing this handbook in its entirety and for understanding the requirements and expectations of clinical placements at Kean.*

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# INTRODUCTION

Clinical experience and practice are integral parts of teacher preparation. It is the teacher education component that provides a vital link between theory and practice and between school districts and the university teacher education programs.

This handbook contains the philosophy, standards, and clinical experience and practice policies of the College of Education (COE). It was written for teacher candidates, cooperating teachers, school administrators, clinical supervisors, and department faculty.

The handbook also provides teacher candidates, cooperating school personnel, and clinical supervisors and faculty the guidelines and information needed concerning roles, responsibilities, policies, and procedures involved with clinical experiences and clinical practice at Kean University. This handbook should help the teacher candidate, cooperating teacher, and clinical supervisor plan the clinical experience or clinical practice teaching experience cooperatively in order to facilitate communication throughout the semester.

Many people contribute to the success of our clinical placement program. We extend our gratitude and appreciation to the schools and school districts that host our pre-clinical interns and clinical interns/student teachers and especially to the cooperating teachers and administrators who give their time and share their talents in order to help prepare our future educators.

Questions related to clinical experiences should be directed to the university personnel involved in that process. It is our intention and commitment to provide positive and high-quality clinical experience and clinical practice placements.

# OVERVIEW

The following policies, documents and processes provide the context and information for your clinical experiences and clinical practice during your program of study in the College of Education at Kean University.

Pre-clinical and clinical experiences support and facilitate teacher candidates' development of knowledge, skills, and dispositions. Placements are managed, assigned, supervised, and evaluated through the Office of Student Placement & Clinical Experiences. Design, implementation, and evaluation of pre-clinical and clinical experiences are done in collaboration with faculty, staff, and school-based partners to provide optimum opportunities for the professional growth and development of teacher candidates.

New Jersey state law requires those seeking a New Jersey Initial Licensure to complete field-based clinical experiences which include clinical practice/student teaching. These must be completed while enrolled in a State Approved Program under the direct supervision of a teacher holding the appropriate New Jersey Teaching License and a Kean University clinical supervisor.

All field-based experiences are components of university courses and are completed at clinical sites selected solely by the university. Clinical sites are selected to assure compliance with CAEP Standards, New Jersey State Law, School District/School policies, procedures, and regulations, and Kean University College of Education policies and procedures.

As there are changes in institutional policies, placement requests and/or New Jersey Department of Education statutes and licensure requirements, please note the Director of the Office of Student Placement & Clinical Experiences may institute additional requirements during the course of your program of study due to those changes. Any addendums will be announced in a timely manner to all students in a teacher preparation program.

# CONTACT INFORMATION

All clinical experience and clinical practice placements are managed by the Office of Student Placement & Clinical Experiences (SPACE).

**Mailing Address:**

Office of Student Placement & Clinical Experiences
2nd Floor, Hennings Hall
Kean University
1000 Morris Ave
Union, NJ 07083

**Main Phone Number:** (908)737-3790

**Office Location:** Hennings Hall, Room 214

**Office Team**

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# CODES & STANDARDS

## *College of Education Vision Statement for Teacher Candidates*

## *College of Education Professional Code*

## *New Jersey Professional Standards for Teachers & InTASC Standards*

(NJ Administrative Code: 6A:9-3.3 Professional Standards for Teachers)

Clinical interns must demonstrate and uphold the NJPST to be eligible for teacher certification. The standards describe what every beginning education professional should know and be able to do. In June 2014, the NJPST were reorganized to align to the Interstate Teacher and Support Consortium (InTASC) Standards.

Please visit http://www.state.nj.us/education/profdev/profstand/ for more detailed information from NJDOE regarding the standards and alignment.

**Standard One: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard Two: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard Three: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard Four: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard Five: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard Six: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

**Standard Seven: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learning and the community context.

**Standard Eight: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard Nine: Professional Learning** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of students' achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

**Standard Ten: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Standard Eleven: Ethical Practice** The teacher acts in accordance with legal and ethical responsibility and uses integrity and fairness to promote the success of all students.

### *National Professional Associations' Standards*

Professional teaching standards by content area have been established by official national organizations. If a teacher candidate has not already done so, it is recommended to become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. They are based on the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues. Teacher candidates should consider joining appropriate organizations as a member.

Below are links for professional teaching standards by content area as established by official national organizations. Some of the websites have a specific link to the standards; for others, it may be necessary to explore the website to find the "standards."

**NJ Core Curriculum Content Standards** (NJCCCS): www.state.nj.us/njded/cccs

**National Association for the Education of Young Children** (P-3): www.naeyc.org

**Association for Childhood Education International** (K-6): www.acei.org

**Association for Middle Level Education** (6-8): http://www.amle.org/

**National Art Education Association**: https://www.arteducators.org/

**National Council of Teachers of English**: http://www.ncte.org

**American Council on the Teaching of Foreign Languages**: https://www.actfl.org/

**International Literacy Association**: https://www.literacyworldwide.org/

**National Council of Teachers of Mathematics**: http://www.nctm.org/

**National Science Teachers Association**: https://www.nsta.org/

**National Council for the Social Studies**: http://www.socialstudies.org/

**National Association of Special Education Teachers**: http://www.naset.org/
**Society of Health and Physical Educators (SHAPE):**
https://www.shapeamerica.org/MemberPortal/standards/pe/default.aspx

Another good source of information is:
**Association for Supervision and Curriculum Development**
ascd.org

### *Council for Exceptional Children (CEC) Ethical Principles and Standards*

Beyond the professional dispositions expected by the COE, some professional associations have additional expectations. For example, the Council for Exceptional Children (CEC) has its own professional ethics for serving children with disabilities.

These standards and principles can be accessed at the following URL https://www.cec.sped.org/Standards/Ethical-Principles-and-Practice-Standards.

# GLOSSARY OF TERMS

In November 2015, the NJ Department of Education (NJDOE) proposed changes to the language and terminology used in teacher/educator preparation programs throughout the state. In an effort to align with state language, the College of Education at Kean University adopted the following terms for our placements.

**Pre-Clinical Intern**: Is any teacher candidate in a 60-hour placement not in their final year of clinical placement; typically refers to sophomore and junior teacher candidates; graduate students in our CEAS are not pre-clinical interns at any point in their program.

**Clinical Intern**: Is a teacher candidate in the last year of their program; a clinical intern could be in the semester of two-day per week or full-time, five day a week clinical practice placement.

**Clinical Experience**: Any placement where a pre-clinical intern is NOT in their final year of full year placement.

**Clinical Practice 1**: The first semester of the full-year clinical placement; the semester when, based on CEHS policy, teacher candidates are in their placement for two full days a week for the entire semester.

**Clinical Practice 2**: The second semester of the full-year clinical placement; the semester when teacher candidates are in their placement five days a week and follow the district's school calendar, not Kean's.

**Cooperating Teacher**: The P-12 teacher employed by a school or district who is mentoring the pre-clinical or clinical intern throughout their clinical experience or practice during the semester. In some districts, the cooperating teacher is referred to as the mentor teacher.

**Clinical Supervisor**: A Kean University employee who observes and evaluates a teacher candidate in their clinical placement. The clinical supervisor is one of the main points of contact for a teacher candidate during their clinical placement and also serves as a point of contact for the cooperating teacher on behalf of SPACE.

**Office of Student Placement and Clinical Experiences (SPACE)**: The office responsible for coordinating all pre-clinical and clinical placements, communicating with clinical supervisors, cooperating teachers and teacher candidates, hiring and assigning clinical supervisors and building and managing relationships with P-12 schools and districts.

# COLLEGE OF EDUCATION POLICIES FOR CLINICAL PLACEMENTS

## *Attendance Documentation and Timesheets*

## *Background Check/Fingerprinting*

Many schools and districts require teacher candidates to follow NJDOE procedures for background checks and fingerprinting. Prior to earning 60 college credits to be eligible for a full background check for substitute certification, teacher candidates will need to complete the 'volunteer' application.

While not a requirement of the program, **CEHS highly recommends teacher candidates apply for a substitute teaching license as soon as eligible**. It is the most cost-effective, long-term solution to the background check requirement as the fingerprints can be archived/transferred to other districts and remain on file for three years.

Failure to complete the required background check and fingerprinting in a timely manner can result in the loss of placement or delay of placement requiring a teacher candidate to make up hours over the course of a semester, or drop courses connected to placement requirements.

**Please note this process can take several weeks to complete. Teacher candidates must begin the process for background checks and fingerprinting as soon as they are aware of the requirement.**

## *Bereavement Policy*

All candidates in clinical placement are eligible for bereavement leave. In the event of the death of a member of a candidate's immediate family, defined as a candidate's spouse, partner, parent(s), parent(s)-in-law, child, brother, sister or any relative residing in the same household, the candidate shall be granted leave for a period of up to three (3) consecutive days at the time of death. Under extenuating circumstances, such leave may be extended for an additional two (2) days, with prior written approval from the SPACE office. In the case of a grandparent, aunt, uncle, brother-in-law, or sister-in-law, niece or nephew, a candidate shall be granted a leave of absence of two (2) consecutive days. If a candidate meets all state code requirements for placement hours, bereavement days are not required to be made up.

## *Blood-Borne Pathogens and First Aid Treatment*

During their pre-clinical or clinical placements, teacher candidates may be required to provide first aid treatment or may be in a situation in which they could be exposed to blood or body fluids. In this position, teacher candidates must always practice universal precautions. Universal precautions are an approach to infection control in which all human blood body fluids are treated as if they are infected with HIV, Hepatitis B, or other blood borne pathogens, regardless of perceived status of the source individual. Exposure to potential infectious materials can be minimized through the use of universal precautions such as using rubber gloves (available at the school site) and other tactics employed to avoid direct contact with blood and body fluids. When first reporting to a placement, teaching candidates should take the initiative to find out what procedures are followed at that school site and where the first aid materials are kept.

Teacher candidates who are inadvertently exposed to human blood or other body fluids should immediately cleanse the affected area with soap and water, wash their hands and report the incident to the school nurse, the school site office and SPACE. The school administrators/nurse will follow up as to whether or not the individual has any reported communicable disease. Teacher candidates who have had an exposure incident should report it to the Kean University

Health Center or a private licensed healthcare professional for assessment of the need for treatment.

Teacher candidates should not give any medication, even cough drops and/or other over-the-counter medications including aspirin, Tylenol or Advil to students or other school personnel to avoid any liability.

### *Cell Phone Use*

The College of Education recognizes a clinical intern may need to make a personal telephone call during the workday when the phone call cannot be made before the clinical intern reports to work and/or after the clinical intern's day has concluded.

In the event a clinical intern has an occasion to make a personal telephone call during their day, and the call is of such a nature that it cannot be made before the school day begins or after the school day has concluded, the clinical intern may make a personal phone call using their personal cellular phone during the workday provided:

- The telephone call is made during the clinical intern's **duty-free lunch or break periods** and is made **outside the presence of students** either in an **area inside or outside the school building designated by the cooperating teacher or building administrator**.
- A personal telephone call by a clinical intern on their personal cell phone shall **not be made while the clinical intern is performing assigned school responsibilities**.

In the event the clinical intern has an **emergency requiring immediate attention** that requires the personal use of their personal cellular telephone, the clinical intern shall **inform their cooperating teacher before or immediately after using the cellular telephone**, depending on the nature of the emergency.

Any other non-emergent use of a personal cell phone, such as texting, checking social media sites or emails are not to take place when a clinical intern is in the presence of students or performing school responsibilities. These activities should only be conducted during lunch or break period.

As pre-clinical interns are only in a clinical placement one day a week, there should not be a need, other than emergencies, for a pre-clinical intern to use a cell phone during hours at a clinical placement.

### *Change in Placement Policy*

Changes will not be made once a placement has been confirmed by a school/school district. Teacher candidates may not contact schools or districts in attempts to secure a placement. This behavior is cause for disciplinary action, including removal from their placement or program. Candidates who reject placements may not be placed until the next semester in which placements are made.

Service as a cooperating teacher is a voluntary professional activity. School districts, schools, and other agencies also voluntarily provide prospective sites for student teaching placements as a professional courtesy. They also have the right to cancel placements if they determine, based on professional judgment, that a pre-clinical or clinical intern's deficiency in knowledge, skills, or dispositions is negatively impacting learners, teachers, or other members of the school. (See the policy in this handbook regarding Removal from a Placement for additional information.)

### *Clinical Evaluation Pass with Remediation Policy*

Teacher candidates in clinical experience receive a grade on the Observation & Conference Report evaluation from both their cooperating teacher and clinical supervisor. Final grades are a **P (Pass), PR (Pass with Remediation) or F (Fail)**. When there is a conflict between supervisor and cooperating teacher evaluation grades for an experience, the default grade for the clinical experience will be the lower of the two grades: necessitating a meeting between the teacher candidate, field director and department chair or program director. A review of all available evidence will determine the final grade assignment for the clinical experience. If a Pass with Remediation remains as the grade on record an intervention plan, developed and agreed upon at the meeting, will be put in place for the teacher candidate's following placement. Any teacher candidate receiving a Fail as a grade for clinical experience will be required to redo the placement.

### *Clinical Placement Attendance*

Teacher candidates acknowledge they must make up *all* absences and realize that failure to do so could result in an "Incomplete" in courses related to clinical practice and a "Failure" in clinical practice. SPACE acknowledges that emergencies and illnesses can occur. Each situation will be evaluated based on circumstances and absences. During clinical practice, teacher candidates are to follow the district's calendar, not Kean's calendar.

Teacher candidates in clinical experience must complete 60 hours for their clinical placement. Teacher candidates in clinical experience are responsible for communicating and adhering to a schedule mutually convenient for the cooperating teacher and the teacher candidate.

If absent or delayed, teacher candidates, by 8 am on the morning of an absence, will call the following: Cooperating Teacher, any required district personnel (i.e. – school nurse, office secretary or a central office) and the Office of Student Placements & Clinical Experiences (SPACE). Regardless of whether a clinical supervisor is scheduled to come that day, they should also be notified of the absence. SPACE can be reached on (908) 737-3790.

### *Communication with Parents*

During a candidate's clinical experiences and particularly during the full year clinical practice, opportunities to interact with parents at parent-teacher conferences or at other school events or meetings may occur. At no time is a teacher candidate to act as the primary contact or initiate communication with parents regarding any matter. Mentor/cooperating teachers are to be the main point of contact and communication with parents.

In addition, teacher candidates should be aware that any written communication – email, letter, etc. – regarding student progress becomes part of a student's permanent record in many districts and placements. Teacher candidates should use care and caution when communicating in writing with any school personnel including cooperating teachers, administrators and parents.

### *Communication with Kean and Clinical Placement Personnel*

Teacher candidates understand that *timely* communication with their Cooperating Teacher, Clinical Supervisor, representatives of the Office of Student Placement & Clinical Experiences and other school or university officials is an important aspect of professionalism. Teacher candidates agree to regularly read and respond to email communications and telephone messages. Teacher candidates will respond to all email messages as soon as possible and *no later than 24 hours* of receipt of a message.

Prior to starting in a placement, if a teacher candidate has problems or questions about their placement, their Clinical Supervisor or their Cooperating Teacher, the teacher candidate agrees

to contact the Director of the Office of Student Placement & Clinical Experiences (SPACE) as soon as possible. Contact information for the SPACE Director is located in the front of the Clinical Placement Handbook. Once in a placement, policies and resources for communication need to be followed.

If a teacher candidate experiences any difficulties with their Kean email account, teacher candidates and clinical supervisors are responsible for contacting OCIS at 908-737-6000, ext. 76000 from on campus or at ocis@kean.edu to resolve any problems within 3-5 business days.

### *Confidentiality Statement*

During a candidate's work as a pre-clinical or clinical practice teacher candidate, you may have access to students' records, including but not limited to, grades, transcripts, IEPs, 504s, medical/psychological records. Teacher candidates may participate in conferences with teachers, parents/guardians and other meetings.

In addition, teacher candidates should be aware that any written communication – email, letter, etc. – regarding student progress becomes part of a student's permanent record in many districts and placements. Teacher candidates should use care and caution when communicating in writing with any school personnel including cooperating teachers, administrators and parents.

Teacher candidates acknowledge the proprietary nature of such information and agree to keep all information confidential.

### *Conflict of Interest Policy*

Placements will be made to ensure no conflicts of interest occur to assure candidates receive an experience that is free of bias and external influence. Teacher candidates will not be placed in schools where family members or significant others attend, are employed or serve on school boards or where the candidate attended school or have family members attending. Placement in a district may be denied based on other factors not listed here and is at the discretion of the district, school and SPACE.

### *Orientation Attendance*

Attendance for the entire duration of orientation is mandatory for every teacher candidate during each semester of a clinical placement. The only excused absence for orientation is a Kean scheduled course or other University mandated event/activity. Teacher candidates with a class conflict must notify SPACE prior to orientation of the conflict. Every attempt must be made to attend orientation prior to or after the class conflict.

Any absence other than course related will require documentation to verify the absence.

For those teacher candidates with an approved absence from orientation, there will be group sessions the week following orientation. Teacher candidates must attend one of the makeup sessions. A teacher candidate cannot begin any clinical placement hours until they have either attended orientation or attended a makeup session.

### *Cooperating Teacher Leaving the Room*

The student teacher may be in the classroom by himself/herself for short periods of time when there is a necessity. This should only occur when the cooperating teacher decided that the clinical intern can independently manage the classroom. If any emergency arises and the cooperating teacher must leave the room for more than a few minutes, they should tell another licensed teacher that the clinical intern is in the room alone. During the clinical intern's full-time

teaching part of the placement, the cooperating teacher may leave the room. The cooperating teacher should always inform the student teacher of where they are going in the building.

As the relationship is one of mentoring and guidance, it is strongly recommended that cooperating teacher absences from the room be reserved for emergencies only.

### *Interviewing Policy*

Clinical Interns are permitted to attend interviews during their clinical practice placement for jobs that are professionally orientated to full-time employment. In all types of job seeking experiences arrangements should be made with the cooperating teacher, school administrator, and clinical supervisor concerning the absence for interviews.

### *Jury Duty Policy*

Any candidate who is summoned for jury duty must provide proof of the summons prior to the start of the dates of jury assignment. After completion of jury assignment, evidence of completion of the assignment must be provided. All documents should be provided to SPACE as soon as a summons for assignment has been received by a candidate. The length of jury assignment and level of clinical placement will determine if hours will be excused or if any will need to be completed later in the semester.

### *Long Term Cooperating Teacher Absence*

If the cooperating teacher is expected to be absent for an extended period of time (in excess of a week), the clinical supervisor and SPACE Director must be contacted to determine whether alternative arrangements must be made.

### *Mantoux/Tuberculosis Health Test*

The NJ Department of Health and NJ Department of Education requires all new teachers in a district to document a negative test result within six months of being in a district. In order to meet this requirement for all of the Department of Educational Studies teacher candidates, it is **required for all students in the teacher preparation programs to complete the NJ Mantoux/TB testing during the month of August each academic year they are required to complete clinical experience work in a school.** A test in August will meet both the Fall and Spring semester timelines for results within six months of placement. Teacher candidates who do not submit the required test and documentation in August of each year risk losing an approved clinical experience or clinical practice placement during that academic year.

Mantoux (TB) Test
All teacher candidates, both pre-clinical and clinical interns, are required to be tested for TB. The exception to this policy is if a teacher candidate provides documentation for a valid religious exemption.

Teacher candidates have to be tested within six months before their placement begins if they received negative test results.

If a teacher candidate has received positive results in the past, they do not have to be retested. Any teacher candidate in this situation is permitted to enter the school if they are asymptomatic or, if they have symptoms, have been medically cleared to enter the school.

A TB skin test requires two visits to a health care provider. On the first visit the test is placed; on the second visit the health care provider reads the test. A person given the tuberculin skin test must return within 48 to 72 hours after the first visit to have a trained health care worker look for a reaction on the arm.

The TB skin test is performed by injecting a small amount of fluid (called tuberculin) into the skin on the lower part of the arm.

Teacher candidates can be tested by Health Services or by another healthcare provider.

### *Policy for Reporting Suspected Child Abuse*

Teacher candidates are state mandated reporters. Any teacher candidate suspecting or becoming aware of child abuse (physical, emotional, or sexual) is required to inform their cooperating classroom teacher and/or school principal. New Jersey state rules as well as district policies must be followed in making reports regarding child abuse. This is for the teacher candidate's protection as well as safeguarding the child/student. The teacher candidate should contact the clinical supervisor or Director of Student Placement & Clinical Experiences if questions arise.

The following two websites are available from New Jersey regarding reporting of suspected child abuse:
Department of Children & Families – How & When to Report - http://www.nj.gov/dcf/reporting/how/
Department of Children & Families – Publications on Child Abuse & Neglect - http://www.state.nj.us/dcf/news/publications/abuse.html

### *Professional Dress*

### *Professional Expectations*

Each clinical placement throughout a teacher candidate's program has different course requirements connected to the experience. In addition, pre-clinical interns and clinical interns will have increased expectations and responsibilities as one progresses through the program. There are expectations, requirements and responsibilities detailed throughout the Clinical Placement Handbook. It is the responsibility of the teacher candidate to review the expectations and requirements and communicate such to the cooperating teacher and clinical supervisor.

### *Reporting of Violence or Threat*

The College of Education and SPACE want all teacher candidates to have positive, successful pre-clinical and clinical teaching experiences. Your responsibilities to your placement site, Kean University, and your colleagues include reporting all incidents of threats or violence. It is essential that such incidents be reported in a timely manner.

If a teacher candidate witnesses or is subject to an incident of threat or violence, they are to follow the below guidelines:

1. Immediately report the incident of threat or violence to their cooperating teacher.
2. Ask the cooperating teacher to report the incident of threat or violence to the school administration.
3. Follow the guidelines and policies of the placement site for such incidences.
4. Within 48 hours, report the incident of threat or violence to the clinical supervisor and the Director of SPACE so we can provide assistance and support.

### *Resume Development and Submission to SPACE*

As an increased number of K-12 school districts require teacher candidates to provide an updated resume for clinical experience placements, each candidate in a COE program is

required to provide the SPACE with an updated, electronic copy of their resume no later than each semester via the Anthology database. A delay in providing an updated resume or a failure to provide one may either delay or prohibit a clinical placement in the following semester.

## *Separation from Clinical Placement*

### Voluntary

A teacher candidate may voluntarily ask to be removed from a clinical placement for reasons which may include:

1. Verifiable health reasons, or the teacher candidate's personal reasons which are acceptable to the Director of Student Placement & Clinical Experiences (SPACE), Clinical Supervisor, and Department Chair, as well as the cooperating teacher, principal and/or other school personnel.

2. A classroom setting where the health and safety of the teacher candidate or students in the classroom are at risk.

3. Personal circumstances impacting the teacher candidate's ability to meet the requirements of the pre-clinical or clinical placement.

In the case of a voluntary removal from a clinical placement the following steps will be taken:

1. When the teacher candidate asks to withdraw from a clinical assignment, the Director of SPACE will schedule a conference with the teacher candidate, Program Director or Department Chair and SPACE Director. Appropriate school personnel and additional university personnel may be present.

    a. Specific reasons for withdrawal consideration will be presented at the conference by the teacher candidate. The teacher candidate will be presented with a Special Case Form completed and signed by the SPACE Director and/or Department Chair.
    b. After the teacher candidate has had the opportunity to be heard, they shall be excused from the conference, and the educational professionals shall evaluate the reasons for withdrawal, the documentation thereof, and any responses of the teacher candidate to said reason and documentation.

2. If a professional decision is made to withdraw the teacher candidate from the clinical assignment, the SPACE Director shall inform the respective Department Chair, and/or COE Associate Dean. The SPACE Director and Department Chair, and appropriate additional university personnel will then, in the exercise of their professional judgment and discretion, fill out a Withdrawal Form.

3. In the case of a voluntary withdrawal, the teacher candidate may reapply for placement in a future semester. Any reapplication and placement must be in compliance with the Kean policy for reenrollment. When granted permission to repeat a clinical experience, the teacher candidate may have an action plan and may also need to comply with any new state, program or college requirements.

4. When a teacher candidate is removed from a clinical assignment, the SPACE Director will schedule a meeting to include the teacher candidate, the Director of SPACE, and/or the Department Chair, COE Associate Dean or other appropriate University personnel.

5. The Director of SPACE will send written notice to the cooperating school and the Dean of the College of Education of the withdrawal/removal of any teacher candidate for any reason.

6. In the senior seminar, an evaluation of the appropriate grade for the course will be assessed and communicated to the teacher candidate.

7. Voluntary withdrawal from a clinical placement may cause a teacher candidate to forfeit any tuition and fees associated with that clinical placement. If granted permission to retake a clinical placement in a subsequent semester, a teacher candidate will likely be required to pay the tuition and fees associated with the clinical placement again.

The teacher candidate may appeal a withdrawal/termination decision to the College of Education Retention Committee.

**Involuntary**

A teacher candidate may be withdrawn involuntarily, by the university or at the request of the school district, from a clinical experience for cause shown, including:

1. Certain health conditions (such as pneumonia or pink eye) may require an involuntary withdrawal from the placement. Once the health issue is resolved and cleared with a doctor's note, the teacher candidate may return to the placement.

2. Determination by the school district or university personnel that continued participation in the experience will adversely affect the students served, the teacher candidate, the participating school or agency, or the university.

3. Failure by the teacher candidate to meet the minimum requirements of the experience as determined by the cooperating teacher(s) and/or Clinical Supervisor(s). In this case, the evidence to support the decision should be provided by the Clinical Supervisor(s) with the guidance of the cooperating teacher(s). Documentation of all evaluations, conferences and Special Case Forms must be provided.

The procedures for the removal of a pre-clinical or clinical intern are as follows:

1. In some cases, a teacher candidate may violate a school policy/rule or Kean policy which may result in the teacher candidate being involuntarily and immediately removed the placement. When appropriate school personnel and university staff consider withdrawing a teacher candidate from a clinical assignment, the Director of SPACE will schedule a conference with the teacher candidate, Department Chair, SPACE Director and/or Kean Associate Dean. Appropriate school personnel and additional university personnel may be present.

    a. Specific reasons for withdrawal consideration will be presented at the conference. The teacher candidate will be presented with a Special Case form completed and signed by the Clinical Supervisor and/or cooperating teacher.

The teacher candidate is required to sign the Special Case form irrespective of whether they agree with the assessment.

b. The teacher candidate shall be given an opportunity to present information relating to the reasons for withdrawal consideration.
c. After the teacher candidate has had the opportunity to be heard, they shall be excused from the conference, and the educational professionals shall evaluate the reasons for withdrawal, the documentation thereof, and any responses of the teacher candidate to said reason and documentation.

2. If a professional decision is made to withdraw the teacher candidate from the clinical or student teaching assignment, the SPACE Director shall inform the respective Department Chair. The SPACE Director and Department Chair, and appropriate additional university personnel will then, in the exercise of their professional judgment and discretion, fill out a Withdrawal Form identifying the reasons and category for withdrawal and providing specific steps to be completed before any future directed teaching assignment can be made.
    a. Without Restriction: If the withdrawal is for verified health reasons, for the teacher candidate's personal reasons or for other verified reasons, the teacher candidate may reapply for assignment in a future semester.
    b. Probationary: The Director of SPACE and the Department Chair shall identify the specific problems and will, with the aid of the respective Clinical Supervisor, identify specific remedial steps to be completed before another assignment can be made. These specific remedial steps shall be filed with the Director of SPACE with copies forwarded to the Department Chair.
    c. Terminal: In the exercise of their professional judgment and discretion, the Director of SPACE, the respective Department Chair, and the Clinical Supervisor, may decide to terminate the teacher candidate’s placement with no provision for further placement. The Department Chair and the Director of SPACE shall notify the Dean of the College of Education of the decision to terminate the teacher candidate’s placement.

3. When a teacher candidate is removed from a pre-clinical or clinical assignment, SPACE Director will schedule a meeting to include: the teacher candidate, the Director of SPACE, and/or the Department Chair and the COE Associate Dean. The teacher candidate will be informed of the reasons for withdrawal/removal and the category of withdrawal/removal.

4. The Director of SPACE will send written notice to the cooperating school and the Dean of the College of Education of the withdrawal/removal of any teacher candidate for any reason.

5. In either the senior seminar, an evaluation of the appropriate grade for the course will be assessed and communicated to the teacher candidate.

6. A teacher candidate may or may not be granted permission to repeat a clinical experience. If granted, the teacher candidate will have an action plan and may also need to comply with any new state, program or college requirements.

7. Teacher candidates who are unsuccessful a second time in clinical experience will be reviewed for removal from the program. A third attempt to re-enroll will not be permitted.

8. Withdrawal from a clinical placement may cause a teacher candidate to forfeit any tuition and fees associated with that clinical placement. If granted permission to retake a clinical placement in a subsequent semester, a teacher candidate will likely be required to pay the tuition and fees associated with the clinical placement again.

The teacher candidate may appeal a withdrawal/termination decision to the College of Education Retention Committee.

### *Short Term Cooperating Teacher Absence*

If a cooperating teacher must be absent on a short-term basis (1-5 days), a substitute teacher must be present in the classroom. The clinical intern's responsibilities should include only those which have been previously assigned. The student teacher may observe or assist the substitute teacher.

### *Social Media Policy*

The College of Education recognizes that social media sites have become important and influential communication channels for engaging and developing relationships. COE recognizes and embraces the power of social media and supports the use of such communication tools to connect with peers and colleagues.

In a teacher candidate's enthusiasm to make the most out of these tools, be mindful of any legal ramifications that may occur. New legal issues with social networking seem to arise on a weekly, if not daily, basis.

**Best Practices for All Social Media Sites, Including Personal Sites:**

1. **Do not add any students to your social networks such as Facebook, Instagram, Snapchat, X or other social networks *for any reason as they are minors.*** Similarly, do not accept invitations from students (whether in your classes or not) who request to add you to their accounts.
2. **Think twice before posting. Privacy does not exist in the realm of social media**. Consider what could happen if a post becomes widely known and how that may reflect both on the poster and the University. Remember that archival systems such as blogs save information even after the poster has deleted it. If a teacher candidate is uncertain about posting something or responding to a comment, they should ask their advisor for input.
3. **Protect confidential and proprietary information**. When posting to a social media site, be sure not to post confidential or proprietary information about Kean students or employees, as well as cooperating teachers and students.
4. **On personal sites, identify your views as your own**. If you identify yourself as a Kean COE student, it should be clear that the views expressed are not necessarily those of the University or COE.
5. **Strive for accuracy**. **Make sure your facts are straight** before posting them on social media. Review content for grammatical and spelling errors.
6. **Be respectful**. Understand that content contributed to a social media site may solicit comments or discussions of opposing views. Responses should be considered carefully in light of how they would reflect on the poster and/or the University and its institutional voice.
7. **Remember your audience**. Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes prospective and current students, professors, advisors, supervisors, cooperating teachers and students, family

members, etc. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.

8. **Use of College logos**. Do not use the University's name to promote a product or cause.
9. **Use of photography**. **Photographs posted on social media sites can easily be reproduced or re-posted by any visitor to a social media site, without permission**. A teacher candidate should always take time to consider the appropriateness of posting a photograph on official and personal accounts. If the picture is not something that they would want distributed by others or the media, the candidate may want to reconsider posting the photo. There is no posting of pictures of students from a candidate's clinical placement.
10. **Taking photos and videos**. At no time should a teacher candidate take a photograph or video of a student for any reason, either in the classroom, on a field trip or any other interaction. In addition to the image being stored on a smartphone, many devices automatically sync and upload to cloud storage services. The privacy of the students in the classroom is a critical factor in all choices involving social media and photography.

### *Teacher Candidate as Substitute Teacher*

Clinical interns may not serve as substitute teachers while completing hours for their clinical practice. They may not serve as a long term or per diem substitute while they are in a mentor relationship in the school. This is a Kean University policy and is intended to protect the cooperating school system and its students as well as the clinical intern. There are no exceptions. Once a clinical intern has completed the NJ state mandated 15 weeks of full-time clinical practice, the clinical intern may enter into an employment agreement with the district.

Clinical interns completing Clinical Practice 1, who have a NJ state certified substitute certificate, may substitute teach for a school or district on days they are not completing placement hours.

### *Violation of Kean Professional Code Policy*

The College of Education has a Professional Code in place for all students completing the teacher education program within the college. The code can be found in the Codes & Standards section of this handbook. Any candidate who is found to violate this Professional Code will meet with the Department Chair, Program Director and Director of SPACE, if applicable. Examples of violation include but are not limited to forging signatures, lying to schoolteachers or administration, purposefully reporting inaccurate hours, and submitting fabricated student assignments. A review of the violation, using The Separation from Clinical Placement Policy (found in this handbook), will determine whether there will be a continuation of placement, repeating of placement or removal from the placement or program.

### *Work Stoppage or Union Strike*

If a work stoppage occurs in a cooperating school system where student teachers are assigned, it is the policy of Kean University that student teachers be declared non-participants to either party involved. The clinical intern is to immediately notify their university supervisor of the situation and will remain away from school on a standby basis during the period of time when the school is closed or during the period of time when the school is declared open without resolve of conflicting issues between the Board of Education and the local Teacher Association.

This policy is declared not to favor one side or the other but to realistically recognize the clinical intern's status as a temporary assignee to the school and non-participant in the negotiation process and to protect all parties in the clinical experience program from conflict and concern.

If the work stoppage is less than 5 days, the clinical intern may remain assigned to the school or district. If the work stoppage extends beyond 5 days, the clinical intern will meet with the program director and SPACE Director to determine the next steps in the best interest of the candidate, which may include removal from that district, reassignment in that semester or reassignment in the following semester.

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# CLINICAL PLACEMENT EXPECTATIONS

The following information is intended to provide specific guidance to clinical interns, cooperating teachers and clinical supervisors in relation to clinical placements, expectations, roles, responsibilities and requirements.

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# CLINICAL INTERN OVERVIEW (PRE-PROFESSIONAL)

Clinical interns are teacher candidates completing their full year clinical practice. In order to meet NJDOE state requirements, beginning in the Fall of 2017 in teacher preparation programs, clinical interns are required to complete a full year of clinical practice. This includes one semester of clinical practice two full days a week and one semester of 15 weeks of 5 days a week. In most circumstances, this is completed during a Fall/Spring semester combination. However, in some instances a clinical intern may complete the requirement in a Spring/Fall combination.

The semester of two days a week is referred to as Clinical Practice 1. The semester of five days a week is referred to as Clinical Practice 2.

**Expectations and Responsibilities**

During the clinical practice year, the teacher candidate's main objective is to continue to develop the knowledge, skills, and dispositions to be an effective teacher. Clinical interns should strive to become thoughtful learners, leaders, inquirers, and community members.

Throughout the year, the clinical intern must work on the development of their technical competencies and reflective teaching. He or she should also, along with the assistance of the cooperating teacher, gradually assume responsibility for planning, instruction, and management of the classroom to work toward full-time, lead teaching or develop a successful model of co-teaching/co-planning. Designing and implementing lessons using a variety of instructional strategies/activities, experiencing one-on-one, small-group and large-group settings, and using a variety of instructional media and resources is a part of the teaching process and should include bringing about an understanding of individual differences relating to race, class, gender, culture, and ability. It is also important to participate in all activities and responsibilities required of the cooperating teacher, such as record keeping, grading, conferences, in-services, faculty meetings, and other non-teaching responsibilities such as class plays, athletic events, musical performances, field trips and other student-centered activities.

Clinical interns need to develop a receptive attitude toward suggestions and criticisms. Constructive feedback from the cooperating teacher and clinical supervisor is essential for growth as a professional. Also, clinical interns should not be afraid to ask for advice or suggestions from their cooperating teacher and clinical supervisor. Setting up regular meetings with the cooperating teacher to discuss concerns, plans, and progress is one way to keep the communication lines open. Clinical interns should notify the clinical supervisor of any changes in their schedule and submit their written lesson plans for each lesson observed.

**Guide to Week-to-Week Activities for 15 Weeks of Clinical Practice**

Historically, the model of a clinical intern over the 15-week semester has been a gradual acquisition by the clinical intern of lessons and subject areas over the first part of the semester, full teaching by the teacher candidate followed by a gradual return of content to the cooperating teacher.

A guide to week-to-week activities for the 15-week full-time clinical practice semester can be found in the appendix section.

**Co-Teaching Models**

In recent years, many cooperating teachers and teacher candidates have adopted a co-planning/co-teaching model for clinical practice. Dr. Marilyn Friend is considered to be a leader in the field of co-teaching. The six approaches to co-teaching she presents can be found on her website at http://www.marilynfriend.com/approaches.htm. In the appendix section, there can be found an overview of Dr. Friend's six models to co-teaching and also a suggested timeline for co-teaching throughout clinical practice.

An additional resource for how classrooms can be structured for the six models of co-teaching can be found here, http://www.teaching2gethertexas.com/uploads/4/5/2/9/45296987/introtoco-teachingapproachesthebigpicture.pdf.

Professors at St. Cloud University published an article, 'Changing the Face of Student Teaching Through Co-teaching'. It is not required reading, but many may find it helpful. It is available here: http://www.stcloudstate.edu/soe/coteaching/_files/documents/ATE_article_2010.pdf.

**Clinical Practice/Senior Seminar**

**Teacher Performance Based Assessment**

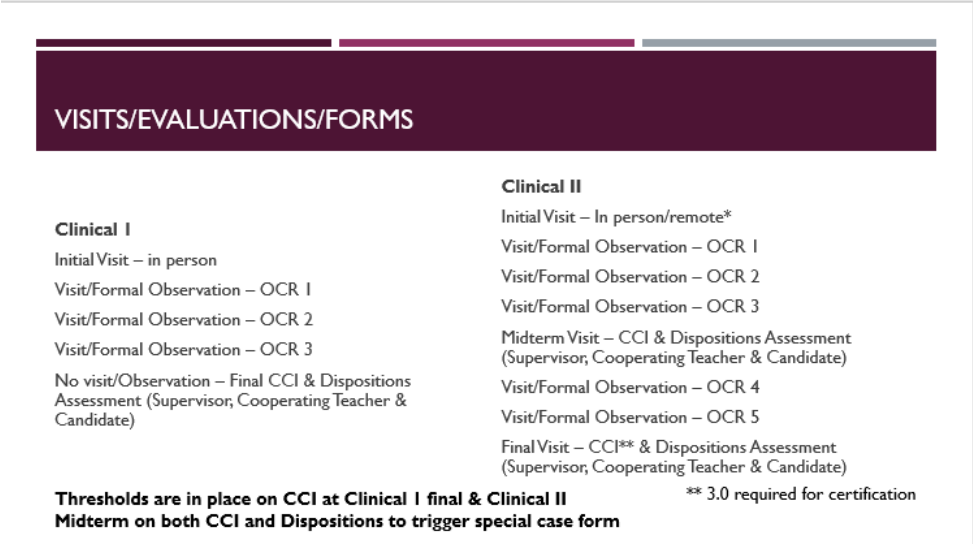
With the elimination of edTPA in December 2022, NJDOE is working with colleges and universities to have a new Performance Based Assessment in place for the Spring 2024 semester.

Kean University is working through that process with its faculty and NJDOE. More information will be provided for the Spring 2024 semester.

**Evaluation for Clinical Interns – Observation & Conference Report (OCR) & Clinical Competency Inventory (CCI)**

*Observation & Conference Report (OCR)*

A sample of the OCR evaluation report can be found in the appendix section.




*Clinical Competency Inventory (CCI)*

An example of the CCI evaluation instrument can be found in the appendix.

The CCI has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the edTPA rubrics that are required of all teaching candidates prior to being recommended for certification. The CCI specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, “Provides evidence of.” It is expected that the candidate will bring evidence of these competencies to a conference. It is the teaching candidate’s responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The CCI is to be used as a formative assessment at the midterm evaluation and a summative assessment at the completion of the clinical practice experience, during the last observation. It should be used in conjunction with the O&C that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical practice. The CCI should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate’s strengths and areas of improvement.

**Please note that the rating of Not Observed cannot be used for the Final Assessment.** If a Clinical Supervisor or Cooperating Teacher did not observe a specific indicator in the classroom at the midterm, the midterm conference should have provided guidance to the teacher candidate on how he or she can demonstrate competency in that standard by the final evaluation. If you have a question or reservation about an indicator, please insert a comment explaining your concerns.

At the final ($7^{th}$) visit, the Clinical Supervisor and Cooperating Teacher must rate all 34 indicators. A teaching candidate needs a 3.0 average, a total of at least 102 points, to be recommended for certification.

**Contact Hour Logs**

For security purposes, teacher candidates will document attendance at the main office or security desk at the district/school placement upon arrival and departure. Teacher candidates will also maintain a timesheet that documents the dates and times of attendance. This information is used to submit weekly Contact Hour Logs in Anthology which are submitted to the intern’s clinical supervisor for review and approval. Candidates should be aware that verification of hours by the supervisor can be done at the discretion of the supervisor and/or Director of SPACE.

All hours requirements for Clinical 1 and Clinical 2 are MINIMUM requirements. Candidates are required to remain in their placement for the duration of the semester, regardless of when they have met the minimum hour requirement.

**Surveys**

Near the completion of clinical practice, clinical interns are required to complete the following surveys to provide feedback to the programs for improvement and focus.

*CCI Self-Reflection/Evaluation*

Clinical interns complete the same CCI instrument used at the mid-term and final by the cooperating teacher and clinical supervisor. Clinical interns use the instrument as a way to reflect on their placement, skills and knowledge and as a benchmark for future growth and development.

*Dispositions Assessment*

Clinical interns are required to complete the Dispositions Assessment at the midpoint and final of both Clinical 1 and Clinical 2.

*Clinical Placement Evaluation*

Near the conclusion of clinical practice, clinical interns are required to complete a survey to provide feedback on the placement school, classroom, cooperating teacher and clinical supervisor. The feedback and information gathered from the teacher candidates is used to evaluate the placements, cooperating teachers and clinical supervisors for subsequent semesters.

**Special Case Form**

If a clinical intern displays behaviors or performances that suggest they are struggling, a cooperating teacher and/or clinical supervisor can submit a Special Case Form. Any submission of a Special Case Form must be preceded by conversations between the cooperating teacher, clinical supervisor and teacher candidate.

It is important to note that a Special Case Form should be submitted as soon as there is a concern the cooperating teacher or clinical supervisor feels needs to be addressed. However, the cooperating teacher and supervisor should have already discussed the concerns with the teacher candidate. It is in the teacher candidate's best interest to have as much time as possible to address any concerns or work toward improvement.

There are also thresholds on the Lesson Plan Rubric, Dispositions Assessment and Clinical Competency Inventory at the midterm and final of Clinical 1 and Clinical 2. If interns do not meet the thresholds, a Special Case Form will be released for submission. This allows the best opportunity to provide support to an intern in need of additional guidance and resources.

In the event this support plan is not enough, the College has established a Retention Committee.

**Retention Committee**

# COOPERATING TEACHER OVERVIEW

As a licensed classroom teacher accepting one of Kean's teacher candidates, a teacher is considered a cooperating teacher. Whether the teacher candidate is in your classroom for a 60-hour pre-clinical observation or the full year clinical practice, a lead classroom teacher is a cooperating teacher to our teacher candidate. While the level of commitment and expectations will vary, every cooperating teacher is required to complete an evaluation for the teacher candidate and every cooperating teacher must approve timesheets for the teacher candidate.

The cooperating teacher is an important part of the clinical experience triad and plays a key role in the pre-clinical and clinical experience because they work closest with the teacher candidate. To receive the greatest benefits from this relationship, a mutual feeling of respect and understanding must exist. It is important for the cooperating teacher to accept the teacher candidate as a co-worker and convey that acceptance to both their students and colleagues. The cooperating teacher should also demonstrate professional conduct and provide an effective role model in all aspects of teaching.

At the beginning of the semester, the pre-clinical or clinical intern, cooperating teacher, and clinical supervisor will meet to develop written expectations for the clinical placement, which are acceptable to all three members of the triad.

In the clinical practice placement, the cooperating teacher and clinical intern will meet on a regular basis throughout the semester to: 1) monitor progress in meeting the expectations, 2) assess the teacher candidate's understanding of utilization of the district curriculum, 3) assess the student's understanding and development of the district's expectations for teachers, 4) review written assessments of the teacher candidate's teaching, based on the expectations, 5) clarify other teacher-clinical intern responsibilities.

Initially, the clinical intern may feel anxious and have many questions about their respective clinical experience. (A list of questions clinical interns are encouraged to discuss with cooperating teachers can be found in the appendix) The cooperating teacher can help the student feel more at ease and accepted by providing the teacher candidate with a desk or work space, an assembled packet of school and classroom procedures and policies, and familiarizing him/her with the administrators, faculty, support staff, curriculum programs, and available resources.

It is important to involve the pre-clinical or clinical intern in some classroom activities early in their experience even if these activities are somewhat limited in terms of responsibility. The cooperating teacher can begin by setting aside time to discuss a cooperative plan for the semester. This planning time is useful in identifying performance expectations for both the teacher candidate and the cooperating teacher.

***The preparation of our teacher candidates would not be possible without the mentorship, time and commitment of our cooperating teachers. We are grateful for your partnership and commitment to the profession of education.***

**Expectations**

An outline of the Role of the Cooperating Teacher can be found in the appendix. It provides an overview of expectations of cooperating teachers of both pre-clinical and clinical interns. Please refer to that information for general requirements and expectations. The following information addresses the specific forms and evaluations required to be completed by cooperating teachers.

*Pre-Clinical Intern*

As a cooperating teacher of a pre-clinical intern, the teacher candidate will be in the classroom for a minimum of 60 hours. The course requirements and expectations associated with each teacher candidate depend on the major and the clinical experience the teacher candidate is completing.

**Appendices 2, 3, 4 and 5** are an overview of the program requirements and an outline of the course requirements linked to each clinical experience.

As a cooperating teacher, you are asked to complete the following documentation for a pre-clinical intern:

1. Verify and sign the pre-clinical intern's midterm and final timesheets.
2. Complete the online Observation & Conference Report (O&C) evaluation **once** for the pre-clinical intern.

*Clinical Intern*

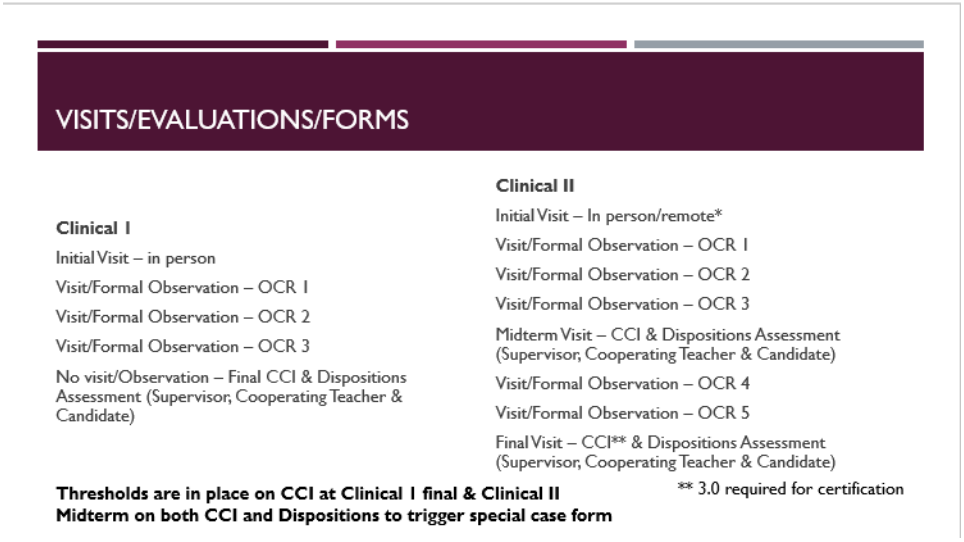
**There are several documents in the appendix that** are excellent resources to help guide, prepare and open dialogue with your clinical intern.

Throughout the clinical practice year, the clinical intern will be seeking guidance and mentorship from the cooperating teacher. A clinical intern completing their clinical practice will likely be with the cooperating teacher for a full year. In most cases, the year will be a Fall/Spring semester combination where the clinical intern is in the classroom for two days a week in the fall and five days a week for 15 weeks in the spring semester. In some instances, a clinical intern may complete these hours in a Spring/Fall combination, where the spring semester is two days a week and the fall semester is five days a week for 15 weeks.

## Evaluation Instruments

*Observation & Conference Report (OCR)*

A sample of the OCR evaluation report can be found in the appendix section.



*Clinical Competency Inventory (CCI)*

An example of the CCI evaluation instrument can be found in the appendix.

The CCI has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the edTPA rubrics that are required of all teaching candidates prior to being recommended for certification. The CCI specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, "Provides evidence of." It is expected that the candidate will bring evidence of these competencies to a conference. It is the teaching candidate's responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The CCI is to be used as a formative assessment at the midterm evaluation and a summative assessment at the completion of the clinical practice experience, during the last observation. It should be used in conjunction with the O&C that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical practice. The CCI should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate's strengths and areas of improvement.

**Please note that the rating of Not Observed cannot be used for the Final Assessment.** If a Clinical Supervisor or Cooperating Teacher did not observe a specific indicator in the classroom at the midterm, the midterm conference should have provided guidance to the teacher candidate on how he or she can demonstrate competency in that standard by the final evaluation. If you have a question or reservation about an indicator, please insert a comment explaining your concerns.

At the final (7$^{th}$) visit, the Clinical Supervisor and Cooperating Teacher must rate all 34 indicators. A teaching candidate needs a 3.0 average, a total of at least 102 points, to be recommended for certification.

**Cooperating Teacher Checklist**

**Evaluation of Clinical Supervisor**

As part of SPACE's efforts for continuous improvement, we are asking cooperating teachers to complete a brief evaluation instrument assessing the clinical supervisor assigned to the teacher candidate in the classroom. The instrument is focused on the clinical supervisor's support and interactions with the teacher candidate and the cooperating teacher. **Only cooperating teachers of clinical interns in the full-year clinical practice are asked to complete this evaluation.**

An example of the Cooperating Teacher Evaluation of Clinical Supervisors in Clinical Practice can be found in the appendix.

Cooperating teachers will receive an email to the online evaluation instrument to be completed in Anthology. If a cooperating teacher does not receive the email and link(s) or has difficulty accessing or completing the evaluation(s), please contact SPACE at 908-737-3871 or at coepo@kean.edu.

**Special Case Form**

If a clinical intern displays behaviors or performances that suggest they are struggling, a cooperating teacher and/or clinical supervisor can submit a Special Case Form. Any submission of a Special Case Form must be preceded by conversations between the cooperating teacher, clinical supervisor and teacher candidate.

It is important to note that a Special Case Form should be submitted as soon as there is a concern the cooperating teacher or clinical supervisor feels needs to be addressed. However, the cooperating teacher and supervisor should have already discussed the concerns with the teacher candidate. It is in the teacher candidate's best interest to have as much time as possible to address any concerns or work toward improvement.

There are also thresholds on the Lesson Plan Rubric, Dispositions Assessment and Clinical Competency Inventory at the midterm and final of Clinical 1 and Clinical 2. If interns do not meet the thresholds, a Special Case Form will be released for submission. This allows the best opportunity to provide support to an intern in need of additional guidance and resources.

In the event this support plan is not enough, the College has established a Retention Committee.

**Professional Development Hours & Honorarium**

Cooperating teachers of clinical interns completing year-long clinical practice receive an honorarium of $350 for their work throughout the year in addition to **20 professional development hours (5 hours for Clinical 1 and 15 hours for Clinical 2)**. If a cooperating teacher only mentors a clinical intern for one semester or more than one cooperating teacher mentors a candidate, the honorarium will be split accordingly. In order to receive payment, cooperating teachers must complete a W-9 and the Honorarium Request Form. The Honorarium Request Form will be provided to the cooperating teacher and will be completed in Anthology. The W-9 form will be distributed to the cooperating teacher as well. Payment of an honorarium cannot be made until these forms are received from cooperating teachers.

**Cooperating Teacher Qualifications**

Cooperating Teachers mentor clinical interns on a daily basis throughout a clinical practice placement and pre-clinical interns for 60 hours during a clinical experience placement. Cooperating teachers must:

- Hold a teaching certificate in the same area being pursued by the clinical intern or pre-clinical intern.
- Have taught for three years with at least one year of experience in the current school system.
- Have tenure, or the equivalent, in the school district, if mentoring a clinical intern.
- Have the approval of their school building principal and school district.

# CLINICAL SUPERVISOR OVERVIEW

The clinical supervisor additionally serves as an intermediary, eliminating misunderstandings and resolving conflict between the cooperating teacher and the teacher candidate. They should consult with the cooperating teacher regularly regarding the teacher candidate's performance. They are also responsible for helping the clinical student or student teacher in their development of technical management competencies and reflective teaching and should offer support in practical and theoretical work by considering short and long-term professional needs. They should be readily available to the teacher candidate and cooperating teachers for discussion of the candidate's teaching experience. Any problems which may arise during the pre-clinical or clinical intern process should be reported to the Director of the Office of Student Placement & Clinical Experiences.

Finally, the clinical supervisor is an employee of Kean University. As such, the clinical supervisor is required to attend all supervisor meetings, trainings and pre-clinical and clinical orientations for which they have assigned teacher candidates. The inability to attend such meetings may result in withdrawal of assigned teacher candidates for that semester.

### Expectations

An outline of the Role of the Clinical Supervisor can be found in the appendix. It provides an overview of expectations for clinical supervisors of both pre-clinical and clinical interns. Please refer to that information for general requirements and expectations. The following information addresses the specific forms and evaluations required to be completed by clinical supervisors.

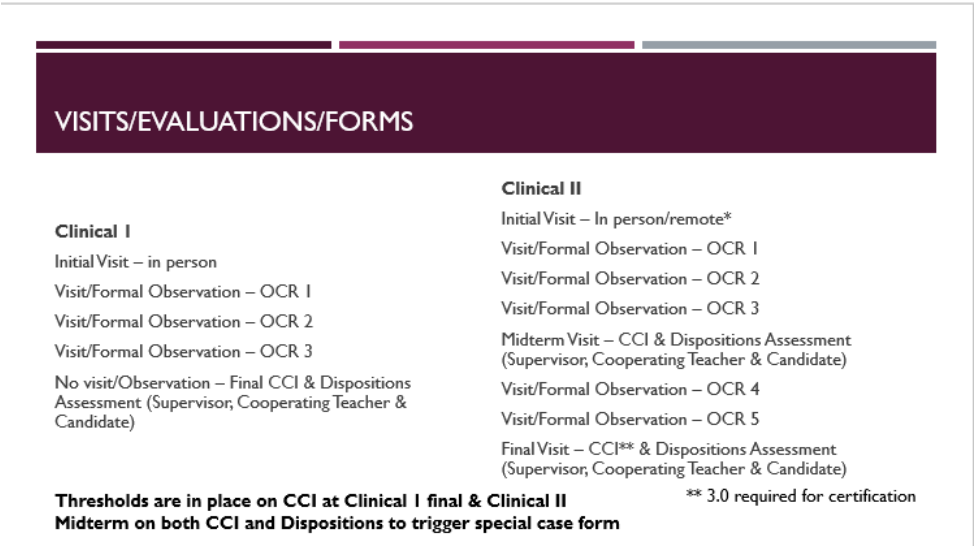
*Pre-Clinical Intern*

*Clinical Intern*

### Evaluation Instruments

*Observation & Conference Report (OCR)*

A sample of the OCR evaluation report can be found in the appendix section.




*Clinical Competency Inventory (CCI)*

An example of the CCI evaluation instrument can be found in the appendix.

The CCI has been designed to provide feedback on the progress of individual teaching candidates who are completing their clinical practice experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the 2011 InTASC standards and the edTPA rubrics that are required of all teaching candidates prior to being recommended for certification. The CCI specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

Some competencies may not be observable and usually start with the phrase, “Provides evidence of.” It is expected that the candidate will bring evidence of these competencies to a conference. It is the teaching candidate’s responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The CCI is to be used as a formative assessment at the midterm evaluation and a summative assessment at the completion of the clinical practice experience, during the last observation. It should be used in conjunction with the O&C that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical practice. The CCI should be introduced at the beginning of the clinical practice to guide the development of the teaching candidate and to provide feedback on the candidate’s strengths and areas of improvement.

**Please note that the rating of Not Observed cannot be used for the Final Assessment.** If a Clinical Supervisor or Cooperating Teacher did not observe a specific indicator in the classroom at the midterm, the midterm conference should have provided guidance to the teacher candidate on how he or she can demonstrate competency in that standard by the final evaluation. If you have a question or reservation about an indicator, please insert a comment explaining your concerns.

At the final (7$^{th}$) visit, the Clinical Supervisor and Cooperating Teacher must rate all 34 indicators. A teaching candidate needs a 3.0 average, a total of at least 102 points, to be recommended for certification.

**Clinical Supervisor Checklist**

There is additional information regarding the Role of the Clinical Supervisor in the appendix.

**Special Case Form**

If a clinical intern displays behaviors or performances that suggest they are struggling, a cooperating teacher and/or clinical supervisor can submit a Special Case Form. Any submission of a Special Case Form must be preceded by conversations between the cooperating teacher, clinical supervisor and teacher candidate.

It is important to note that a Special Case Form should be submitted as soon as there is a concern the cooperating teacher or clinical supervisor feels needs to be addressed. However, the cooperating teacher and supervisor should have already discussed the concerns with the teacher candidate. It is in the teacher candidate’s best interest to have as much time as possible to address any concerns or work toward improvement.

There are also thresholds on the Lesson Plan Rubric, Dispositions Assessment and Clinical Competency Inventory at the midterm and final of Clinical 1 and Clinical 2. If interns do not meet the thresholds, a Special Case Form will be released for submission. This allows the best opportunity to provide support to an intern in need of additional guidance and resources.

In the event this support plan is not enough, the College has established a Retention Committee.

**Evaluation of Cooperating Teacher**

As part of SPACE's efforts for continuous improvement, we are asking clinical supervisors to complete a brief evaluation instrument assessing the cooperating teacher mentoring the clinical intern. The instrument is focused on the cooperating teacher's support and interactions with the teacher candidate and you, as the clinical supervisor. **Only clinical supervisors of clinical interns in the full-year clinical practice are asked to complete this evaluation.**

An example of the Clinical Supervisor Evaluation of Cooperating Teachers in Clinical Practice can be found in the appendix.

Cooperating teachers will receive an email to the online evaluation instrument to be completed in Anthology. If a cooperating teacher does not receive the email and link(s) or has difficulty accessing or completing the evaluation(s), please contact SPACE at 908-737-3871 or at coepo@kean.edu.

**Clinical Supervisor Qualifications**

Kean University and the College of Education has established the following qualifications for clinical supervisors:

1. Have teacher Certification in the area of supervision.
2. Earned a master's degree; or the equivalent experience in the area of supervision.
3. Have a valid Driver's License in the state of New Jersey.

If you or someone you know is qualified and interested in being interviewed and potentially hired as a clinical supervisor, please have them apply via Workday to the position posted.

# APPENDIX

The following are relevant documents as they pertain to different points throughout the handbook. The purpose is to provide further details.

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***Appendix 1: SPACE Requirements Calendar***

# Overview of Requirements in an Academic Year

## *Appendix 2: PRAXIS II Registration & Test Information*

**PRAXIS INFORMATION as of July 2016**

**(*The NJ DOE may change pass rates or test requirements, providing notice of the change, and we are bound to the rules and code of the state in order to insure licensure*.)**

- ✓ Use the chart below to locate the test you need to take as per your certification.
- ✓ For more information, on registering for a test, please visit the ETS Website at http://www.ets.org/praxis/nj/requirements
- ✓ Passing Praxis II scores must be received in SPACE by December 1st for a Spring placement and August 1st for a Fall placement.

| To Be Certified In | You Need to Take | CDT | Pass Score |
|---|---|---|---|
| **Elementary K-6** | Elementary Education: Multiple Subjects | 5001 | |
| **Elementary K-6 Elementary School with Subject Matter Preparation: Language Arts Literacy (5-8)** | ✓ Reading and Language Arts | 5002 | **157** |
| | ✓ Mathematics | 5003 | **157** |
| | ✓ Social Studies | 5004 | **155** |
| | ✓ Science | 5005 | **159** |
| | Middle School English Language Arts | 5047 | **164** |
| **Elementary School with Subject Matter Preparation: Mathematics (5-8)** | Middle School Mathematics | 5169 | **165** |
| **Elementary School with Subject Matter Preparation: Science (5-8)** | Middle School Science | 5440 | **150** |
| **Elementary School with Subject Matter Preparation: Social Studies (5-8)** | Middle School Social Studies | 5089 | **158** |
| **Secondary Education Science: Concentration Biology** | Biology Content Knowledge ***(Additional Requirement General Science Content Knowledge)*** | 5235 | **152** |
| **General Science: Content Knowledge** | Science: Content Knowledge | 5435 | **152** |
| **Secondary Education Science: Concentration Chemistry** | Chemistry Content Knowledge ***(Additional Requirement General Science Content Knowledge)*** | 5245 | **152** |
| **Secondary Education Science: Concentration Earth and Space Science** | Earth and Space Content Knowledge ***(Additional Requirement General Science Content Knowledge)*** | 5571 | **153** |
| **Secondary Education Science: Concentration Physics** | Physics Content Knowledge ***(Additional Requirement General Science Content Knowledge)*** | 5265 | **141** |
| **Secondary Education Science: Concentration Social Studies** | Social Studies Content Knowledge | 5081 | **157** |
| **Secondary Education Math** | Math Content Knowledge | 5161 | **160** |
| **Secondary Education English, Language, Literature and Composition** | English Content Knowledge | 5038 | **167** |
| **Secondary Education: Spanish*** | Spanish Content Knowledge | 5195 | **168** |
| **Secondary Education: Music** | Music Content Knowledge | 5113 | **153** |
| **Secondary Education: Art** | Art Content Knowledge | 5134 | **158** |

*Spanish & all World Language majors must also pass the OPI (Oral Proficiency Interview) to receive state licensure.

***Appendix 3: Observation & Conference Report (OCR)***

***Need updated version***

## *Appendix 4: Clinical Competency Inventory (CCI) Evaluation v 3.3*

Need updated version

## *Appendix 5: Special Case Form*

**Office of Student Placement & Clinical Experiences**

Kean University
College of Education
Telephone (908) 737-3781
Email: coepo@kean.edu

**Level of Clinical Experience:**

- ○ Clinical Experience 1
- ○ Clinical Experience 2
- ○ Clinical Experience 3
- ○ Clinical Practice 1
- ○ Clinical Practice 2

**A report may be initiated by any member of the field experience triad: teacher candidate, cooperating teacher or clinical supervisor.**

**A. Semester**: __Fall __ Spring Year: **Date**:

**Teacher Candidate**:

**District & School**:

**Clinical Supervisor**:

**Cooperating Teacher**:

A clinical experience assignment may create challenges which require identification and professional management and/or termination of the placement. A teacher candidate may experience difficulty with the competency area of skills (i.e. classroom skills, management skills); knowledge content (i.e. knowledge of how students develop) or dispositions (i.e. enthusiasm for teaching, interpersonal skills). Concerns should be aligned to InTASC Standards and NJPST. Please indicate all applicable areas of concern:

___ skills (classroom management, organization) ___ knowledge (content, child development) ___ dispositions (enthusiasm, prepared, communication, attire)

**B. Explanation of problem and any previous attempts for feedback, modification and/or support**:

**C. Request for Action:**

___ Plan of Action for Improvement ____ Voluntary Withdrawal from Placement ____ Involuntary Withdrawal from Placement

| Teacher Candidate Signature | Date | Clinical Supervisor | Date | Cooperating Teacher | Date |
|---|---|---|---|---|---|

**If requesting a Plan of Action for Improvement, please complete the first column and identify specific competency (ies) in need of improvement. The rest of the table will be completed at the meeting between the teacher candidate, SPACE Director and Department Chair. Complete either Section D or E in accordance with Request for Action.**

**D. Plan of Action for Improvement**

___ skills (classroom management, organization) ___ knowledge (content, child development) ___ dispositions (enthusiasm, prepared, communication, attire)

| Identify Specific Competency(ies) in Need of Improvement (skills, knowledge, dispositions) | Describe Strategies for Improvement | Indicate Person Responsible for Implementing Strategies | Establish Timeline For Improvement |
|---|---|---|---|
| | | | |

**E. Decision on Withdrawal from Placement Request (Voluntary or Involuntary):**

_____Without Restriction: The withdrawal is for verified health reasons, for the teacher candidate's personal reasons or for other verified reasons, the teacher candidate may reapply for assignment in a future semester.

_____Probationary: The Director of SPACE, Program Director, Department Chair and/or Associate Dean for Academic Affairs shall identify the specific problems and will, with the aid of the respective Program Coordinator and Clinical Supervisor identify specific remedial steps to be completed before another assignment can be made. These specific remedial steps shall be filed with the Director of SPACE with copies forwarded to the Program Director and Department Chair.

_____Terminal: In the exercise of their professional judgment and discretion, the Director of SPACE, the respective Program Coordinator, the respective Department Chair, and the Clinical Supervisor, may decide to terminate the teacher candidate's placement with no provision for further placement. This determination would require a meeting in front of the Retention Committee. The Department Chair and the Director of SPACE shall notify the Dean of the College of Education of the decision to terminate the teacher candidate's placement.

**COMMENTS**:

_____ _____ _____

Teacher Candidate Signature Date SPACE Director Date Dept. Chair/Assoc. Dean Date

## *Appendix 6: Guidelines During Clinical Practice*

Following are guidelines for clinical interns to follow during clinical practice:

- Familiarize oneself with the school and school district, including but not limited to, teaching and assessment philosophies, structure, materials, administration, and neighborhood.
- Clinical interns are required to demonstrate professional dispositions and demeanor, and dress professionally at all times.
- Sign in and out of the building in the school office each day at the time of arrival and departure. If the school does not require this of teachers, you may use the school's Visitor's Book for this purpose. In the event of a question about attendance, written documentation will prevail over the clinical intern's "word."
- Maintain professional interactions with staff and students at all times. Be pleasant and courteous to everyone in the school building.
- Clarify how each individual wishes to be addressed. Use titles to address all employees and family members (Dr., Ms., Mrs., Mr., Rev., etc.) unless receiving permission to use a first name.
- Report on time every day and remain in the school building for the full day, following the teacher's work schedule not the students' attendance schedule, which includes participation in all meetings, professional development days, and other professional responsibilities the cooperating teacher fulfills during the normal workday.
- Recognize that you are an apprentice assigned to learn from a cooperating teacher who has demonstrated success in the profession. As such, the cooperating teacher has the final determination about the content and methodology used within the classroom.
- Engage in professional dialogue and discourse to learn the rationale behind a cooperating teacher's decisions and actions to help you grow and develop as a reflective professional.
- Be receptive to suggestions and constructive feedback from the cooperating teacher and clinical supervisor.
- Prepare written lesson plans ahead of time and present them to your cooperating teacher in advance, even though your cooperating teacher or administrator may not require such lesson planning. You are a student who is learning and must demonstrate that you are giving thought to all dimensions of teaching, learning, and assessment.
- Have all lesson plans approved by the cooperating teacher for content and methodology before implementing them, and in sufficient time for you to make changes (and be reviewed again) should they be required by the cooperating teacher.
- Maintain confidentiality with respect to information given by parents and families, faculty, administrators, or supervisors. This includes information derived from student performance, pupil data records, personnel records, or faculty meetings.
- If you are ill and cannot attend school, notify your cooperating teacher, school office, SPACE and clinical supervisor (if scheduled to observe you) of your absence prior to the start of the school day. If you are ill, please make arrangements to get your lesson plans to your cooperating teacher prior to the start of the school day (for example, send as an email attachment to the cooperating teacher, have someone else drop your lesson plans off at the school, etc.).
- Teach the curricula approved by the school and the district where placed. The cooperating teacher(s), in conjunction with the clinical intern will determine the programs or units to be taught by the clinical intern.
- Apply the principles of effective teaching of lessons by practicing and observing effective classroom management.

- Maintain ethical conduct in all relations with the staff, student body, parents and guardians, the administration, and other teacher candidates.
- Do not develop personal relationships including, but not limited to, dating employees, parents and/or relatives of students in the school, and particularly your cooperating teacher. As any professional in the school may influence the evaluation, this could create a potential conflict of interest.
- Do not add any students to your social networks such as Facebook, Instagram or other social networks *for any reason as they are minors.* Similarly, do not accept invitations from students (whether in your classes or not) who request to add you to their accounts.
- Do not drive students to any location, including their home, in your car. Do not engage in any non-school activity with the students in your classroom and school.
- Do not email, text, or telephone a student for any reason as they are minors. Similarly, do not permit students to communicate with you via text messages, email, or telephone.
- Maintain communication with your clinical supervisor and seek guidance, clarity, and support, particularly in situations that cause you concern.
- Maintain continual communication with the cooperating teacher by setting regular weekly meetings to discuss concerns, plans, and lessons in progress.
- Adhere to all policies and procedures outlined in the Clinical Placement Handbook.
- Understand and follow the cooperating school's policies as applied to regularly employed staff:
  - Arrival and departure times
  - Reporting absences
  - Dress code
  - Parking
  - Use of teacher's lounge and/or workroom
  - School-wide discipline plan
  - Computer usage
  - Lesson plan deadlines
  - Rapport and interactions with students
  - In-service sessions
  - Faculty meetings
  - Parent/teacher conferences
- Become familiar with the cooperating school's policies and procedures regarding the following:
  - School media center
  - Health services
  - Guidance services
  - Co-curricular activities
  - Technology resources
  - Use of duplicating materials
  - Grading procedures
  - Emergency procedures
  - Fire, lockdown or tornado drill regulations
  - Student referral procedures
  - Rules of conduct in assemblies, on playgrounds, etc.

*(Adapted from the Clinical and Student Teaching Handbook for Northeastern University.)*

## *Appendix 7: Questions Clinical Interns Should Ask*

**Personal Concerns**

- During our convocation on campus, we set goals for our clinical practice experience. Can we take some time to review my goals and identify the best ways to meet them this semester?
- I'd like to share my contact information and that of my clinical supervisor with you. Can you please provide me with the best contact information for you? What contact information would you like me to share with my clinical supervisor?
- Review the clinical placement handbook with your cooperating teacher and be sure they understand their role with regard to timesheets, evaluations and conferences with the teacher candidate and clinical supervisor. Do you have any questions or concerns regarding your responsibilities as a cooperating teacher?
- What is the dress code for teachers at the school? (The school dress code is to be integrated with the Kean dress code policy.)
- May we establish a scheduled, routine time when we can discuss my performance?

**General School Information**

- What are the resources that can be used by the teachers and class, such as audio-visual aids, maps, library, computers, photocopying?
- What other support teachers (nurses, counselors, therapists) are available? It is possible for me to have time to talk with and learn from them at some point during the semester?
- Are curriculum guides for teachers available in the school? If so, where are they kept? What other teaching resources are used in the classroom?
- What curriculum committees exist in the district? When do they meet?

**Procedures and Policies**

- What time do classes begin and end? What are the school hours?
- When are teachers expected to be here in the morning? How long after school has ended are teachers asked to remain in the building?
- May I have more information on general school policies?
- What is the school's procedure for a teacher absence? (This procedure is an addition to the set procedure communicated by SPACE.)
- Where can I access the district calendar?
- May I have a calendar of school activities?
- What extracurricular activities and meetings will I be able to attend?
- What extra duties/responsibilities will be available for me?
- Where is the school's policy manual and may I have access to it?
- Where is the school's emergency plan? (i.e., Lockdown, Safe School Plan, School Emergency Operations Plan, School Safety and Security Plan, Crisis Management Plan, etc.)

**Classroom**

- What does the cooperating teacher expect of me and what content/skills will I teach on what timeline? (Review the traditional week-by-week and co-teaching models with your cooperating teacher to develop a plan that works for both of you.)
- Are classes grouped/tracked by academic ability?
- What classroom management plan does the cooperating teacher have in place?
- What are the strengths and needs of the students in the classroom?
- What is the grading system used in the school?
- How are discipline problems handled?
- What are the major interests and activities of the students in the classroom?
- What special talents and resources can my cooperating teacher share with me?
- What opportunities are available to observe an IEP process?

## *Appendix 8: Guide for Week-to-Week Activities in Clinical Practice 2*

The following is intended to provide guidance to the structure and time over the course of the student teacher's semester. It, along with the checklists for Cooperating Teachers and Supervisors, provides an overview for the semester. Please contact the Office of at 908-737-3781 with any questions.

**1st Week**

- A teacher candidate gets to know students, familiarizes him/herself with classroom rules and routines, and assists the cooperating teacher with supporting student needs.

**2nd Week**

- The cooperating teacher, teacher candidate, and clinical supervisor meet to establish goals for the semester. The goals address short-term objectives as well as long-range development. This plan will guide the triad for the remainder of the semester. If unexpected issues arise, the plan can and should expand to actively address those issues.
- The teacher candidate takes over one subject or class to plan and teach. The first observation takes place using the Observation & Conference Report (O&C). This same evaluation tool is used by the clinical supervisor for observations 1-3 and 5-7. The cooperating teacher does not complete this evaluation.

**3rd – 7th Weeks**

- The teacher candidate continues to take on teaching and planning for additional subjects or classes. They attend meetings, in-service workshops, and assist in activities associated with the daily work of teachers. Generally, the student teacher assumes the role of lead teacher for an additional period each week.
- The objectives and goals outlined in the plan are addressed through daily teaching, routines and observations. The cooperating teacher and university supervisor provide regular, constructive feedback before and after observations.
- If serious issues arise, a Special Case Form is filed by the cooperating teacher and/or clinical supervisor with the Office of Student Placement & Clinical Experiences. A link to this form is available under the Forms tab on this website's main page.

**8th - 14th Weeks**

- The teacher candidate, by the start of the eighth week, should be planning and teaching all subjects or at least four classes. If there are additional adults in the room, the teacher candidate plans for activities of the support staff as well as for the students. The mid-term evaluation, completed using the Clinical Competency Inventory, or CCI, is completed by the cooperating teacher and university supervisor at the fourth observation.
- The teacher candidate attends meetings, in-service workshops, key school events and assists in activities associated with the daily work of teachers.
- The objectives and goals outlined in the plan are addressed through daily teaching, routines, and observations. The cooperating teacher and university supervisor provide regular, constructive feedback before and after scheduled observations. By the end of this period, the final evaluation (CCI) is completed by both the cooperating teacher and the university supervisor at the eighth observation.

**15th week**

- The teacher candidate steps back into a supporting role so that the students can adjust to the transition back to the cooperating teacher. The teacher candidate continues to actively help the teacher and students in this supporting role.

## *Appendix 9: Co-Teaching Models for Clinical Practice*

The following two pages provide some information and ideas on models for co-teaching. Clinical interns and cooperating teachers are *not* required nor restricted to implementing the following co-teaching models in the classroom.

**Models of Co-Teaching:**

| Small Group | Whole Group |
|---|---|
| Station Teaching | One Teach, One Observe |
| Parallel Teaching | Synchronous Team Teaching/Teaming |
| Alternative Teaching | One Teach, One Assist |

Co-Teaching Approaches: (as posted on Dr. Marilyn Friend's website at http://marilynfriend.com/approaches.htm)

**One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.

**Station Teaching.** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.

**Parallel Teaching.** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they do so to a divided class group. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.

**Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.

**Teaming:** In teaming, both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

**One Teach, One Assist.** In a final approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach.

## *Appendix 10: Suggested Co-Teaching Timeline*

**In the beginning:** One Teach, One Observe is natural – the clinical intern observes the cooperating teacher. As the clinical intern begins delivering individual lessons, the cooperating teacher observes the intern and offers constructive criticism, guidance, and assistance for improvement. This model should be utilized on an ongoing basis. In addition, the One Teach, One Assist model is a good way for the intern to start becoming more familiar with the students and for the students to start becoming more accepting of the intern.

**As the clinical intern is increasing responsibility:** Station Teaching, Parallel Teaching, and Alternative Teaching are good methods to have the intern become more involved with the planning of more lessons, increase interactions with students, and have the students see the intern and the cooperating teacher as a team.

**When the clinical intern has full responsibility of all instruction – Part 1:** When the intern assumes full responsibility, for about a three-week period of time, it is important that the intern does all of the planning and instruction to experience the amount of work involved in having the full responsibility. The part of One Teach, One Observe where the cooperating teacher observes the student teacher and offers constructive criticism, guidance and assistance for improvement should continue.

**When the clinical intern has full responsibility of all instruction – Part 2:** After the intern has experienced "doing it all" for three weeks or so, the intern and cooperating teacher should attempt Synchronous Team Teaching/Teaming – where they appear to be "equal team members" and the quality of the instruction should utilize the strengths of the teachers in a cooperative, complementary way. Use of the Station Teaching, Parallel Teaching, and Alternative Teaching models would also be appropriate.

**When the clinical intern is returning the responsibility back to the cooperating teacher:** Any or all models would be appropriate.

(Model for Suggested Co-Teaching Timeline adapted from a presentation of co-teaching at the 2010 annual PDS National Conference, by Bernard Badiali (Penn State), and Jodi Kamin and Nicole Titus (State College Area School District) and materials provided by the College of St. Elizabeth's.)

## *Appendix 11: Role of the Cooperating Teacher*

The success of a teacher candidate's clinical placement depends on the development of an interactive, professional relationship between the teacher candidate and their cooperating teacher. The cooperating teacher is in a position to show the teacher candidate the satisfaction that successful teaching can bring and the responsibilities he or she must assume.

In a **pre-clinical internship**, the cooperating teacher is asked to fulfill the following:

1. Discuss with the pre-clinical intern their goals, expectations and requirements for the placement.
2. Share appropriate contact information with the pre-clinical intern and ask for their contact information along with that of the clinical supervisor.
3. Orient the pre-clinical intern to the school, including, but not limited to personnel, facilities, available equipment and supplies, scheduling, school procedures, special events and assemblies, duty assignments, etc. The intern should be made to feel a part of the community in which he or she will teach. Inclusion in all grade-level, district, and special education meetings, as well as parent conferencing is vital.
4. Provide models for successful classroom management.
5. Guide the clinical intern in lesson planning, implementation, and assessment.
6. Assist the pre-clinical intern in learning about the special needs of their students and the services provided by the school for these students.
7. Model highly effective teaching while allowing the pre-clinical intern to assume the responsibilities for which he or she is prepared and required to complete for course requirements. Direct the pre-clinical intern to curriculum guides, materials, and supplemental aids related to the subject matters taught and observed.
8. Acquaint the pre-clinical intern with the mechanics of classroom routines – including how and why the routines were established.
9. Monitor the pre-clinical intern's progress in developing necessary teacher competencies and provide constructive criticism, guidance, and support. (Please be mindful that the pre-clinical intern is a novice and may be in a classroom for the very first time as a pre-professional.)
10. Approve the pre-clinical intern's mid-term and final timesheets.
11. Complete the Observation & Conference Report (O&C) evaluation near the end of the pre-clinical intern's time in the classroom.

During **clinical practice**, the cooperating teacher is asked to fulfill the following:

**Responsibilities of the Cooperating Teacher during the First Week or Two**

1. Discuss with the clinical intern their goals, expectations and requirements for clinical practice. Be sure to cover the clinical intern's personal goals and expectations as well as any associated with the senior seminar and edTPA.
2. Share appropriate contact information with the clinical intern and ask for their contact information along with that of the clinical supervisor.
3. Develop a list of overall expectations of the clinical intern for the semester. Determine a plan and schedule for transitioning the classroom from the cooperating teacher to the clinical intern. (Use **Appendix 15**, the Guide for week-to-week activities and **Appendix 16**, Co-teaching Models for Clinical Practice as a starting point for the conversation.)
4. With the clinical intern, establish a schedule to discuss lessons, classroom management, progress, or assessment.
5. Discuss the community the school serves and parental involvement in school affairs with the clinical intern.
6. Help the clinical intern become acquainted with the individual students, especially those with special needs.
7. Orient the clinical intern to the classroom schedule, daily routines, and procedures.

8. Discuss expected clinical intern arrival/departure and phoning in notice of personal illness.
9. Discuss the curriculum content and materials with the clinical intern.
10. Provide the clinical intern with a desk/work area and a secure place for personal effects.
11. Provide the clinical intern with an assembled packet of school and classroom procedures and policies, including emergency procedures, harassment policies, and curriculum or Internet restrictions.
12. Explain the organizational structure of the school and/or department, available resources, and overall educational philosophy of the school.
13. Orient the clinical intern with the school facilities, equipment, materials, and any additional school responsibilities he or she may assume (e.g., lunchroom and playground duty, hall monitor during passing periods, etc.).
14. Explain the school and classroom's evaluation system and the teacher candidate's grading and record-keeping responsibilities.
15. Introduce the clinical intern to students, building staff, administration, and parents.
16. Discuss the personal philosophies of teaching and personal/professional backgrounds of the cooperating teacher and clinical intern.

**Responsibilities of the Cooperating Teacher throughout Clinical Practice**

1. Demonstrate effective teaching methods and discuss these methods with the clinical intern.
2. Accept the clinical intern as a co-worker and convey that acceptance to students and colleagues.
3. Help the clinical intern in the development of technical/management competencies and reflective teaching.
4. Help the clinical intern in the development of positive, effective classroom management skills.
5. Provide a supportive environment by assisting your clinical intern to meet and achieve success through a variety of positive teaching experiences.
6. Meet on a regular basis (both daily and weekly) to discuss the clinical intern's progress, concerns, lesson plans, etc.
7. Provide written and/or oral feedback on clinical intern's lesson preparation, materials, and performance on a regular basis using the evaluation tools.
8. Guide and support the clinical intern in developing their own personal teaching style.
9. Attend pre-observation and post-observation conferences if possible, with the clinical intern and clinical supervisor.
10. Work with the clinical supervisor and the Office of Student Placement & Clinical Experiences (SPACE) to assist and support the student teacher.
11. Provide the clinical intern with experiences in as many of the following areas as possible:
    - Student conferences
    - Parent conferences
    - Co-curricular activities
    - School reports and records
    - Departmental and faculty meetings
    - Workshops and in-services
12. Provide opportunities for the clinical intern to develop as a professional and teacher.
13. Approve the clinical intern's timesheet.
14. Complete the evaluation of the clinical supervisor assigned to your clinical intern.

(Adapted from the Clinical Placement Handbooks from College of St. Elizabeth's and Northeastern University.)

***Appendix 12: Cooperating Teacher Checklist***

## *Appendix 13: Cooperating Teacher Evaluation of Clinical Supervisor in Clinical Practice*

Following is an example of the evaluation instrument of clinical supervisors, which cooperating teachers of a clinical intern are required to complete. Cooperating teachers of clinical interns in the full-year of clinical practice, have between 8 and 10 interactions with the clinical supervisor upon which to base the evaluation.

Supervisor Name:

Your school:

Clinical Intern:
First Name
Last Name

Please use the following ratings and check the appropriate column:
0- Strongly Disagree 1- Disagree 2- Agree 3-Strongly Agree

| | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. The supervisor made me aware of the university's expectations for my role as a cooperating teacher. | ❍ | ❍ | ❍ | ❍ |
| 2. The supervisor was respectful to the students in the classroom. | ❍ | ❍ | ❍ | ❍ |
| 3. The supervisor sought my input regarding the performance of the teacher candidate. | ❍ | ❍ | ❍ | ❍ |
| 4. The supervisor met with the teacher candidate, regularly, before and/or each observation. | ❍ | ❍ | ❍ | ❍ |
| 5. The supervisor provided constructive feedback to the teacher candidate. | ❍ | ❍ | ❍ | ❍ |
| 6. The supervisor represented the university preparation program in a professional manner. | ❍ | ❍ | ❍ | ❍ |
| 7. The supervisor was considerate of the teacher candidate's time and the classroom schedule. | ❍ | ❍ | ❍ | ❍ |

Comments

## *Appendix 14: Role of the Clinical Supervisor*

In a **pre-clinical internship**, the clinical supervisor is asked to fulfill the following:

1. Arrange convenient times for announced observations at the school.
2. Inform the school office of your arrival and departure from the building.
3. Observe the pre-clinical intern for the required number of visits during the semester. Each visit is to include a pre-observation dialogue, the observation and a post-observation conference.
4. The clinical supervisor will complete the O&C evaluation within 72 hours of the pre-clinical intern observation and ensure the teacher candidate and cooperating teacher have a copy of the evaluation.

During **clinical practice**, the clinical supervisor is asked to fulfill the following:

1. Arrange convenient times for announced observations at the school.
2. Inform the school office of your arrival and departure from the building.
3. Observe the clinical intern for the required number of visits during the semester. During clinical practice 1, there are three observations and during clinical practice 2 there are seven observations. Each visit is to include a pre-observation dialogue, the observation and a post-observation conference.
4. The clinical supervisor will complete the O&C or CCI evaluation within 72 hours of the pre-clinical intern observation and ensure the teacher candidate and cooperating teacher have a copy of the evaluation.
5. Develop a professional rapport with the clinical intern and learn about their goals, strengths and interests.
6. Help the teacher candidate in the development of technical/management competencies and reflective teaching.
7. Offer support to the clinical intern in practical and theoretical work by considering short- and long-term professional needs.
8. Be supportive of the cooperating teacher's efforts, and be readily available to teacher candidates and cooperating teachers for discussion of the clinical experience.
9. Immediately inform the Director of SPACE when any problems arise during the clinical intern practice. Complete a Special Case Form with input from the cooperating teacher, if determined to be necessary.
10. Conduct triad mid-term and final conferences with the teacher candidate and cooperating teacher(s).
11. Provide fair letters of recommendation for the teacher candidate upon request.
12. Be a positive, guiding force by contributing teaching insights and educational expertise in helping the clinical intern to develop professionally.
13. Assist the cooperating teacher and teacher candidate with questions regarding the evaluation process.
14. Offer the clinical intern guidance and help him/her problem solve as needed.
15. Complete all required clinical experience evaluation forms by their respective deadlines.
16. Attend all required clinical supervisor meetings, in-services and convocation events.
17. Submit travel expense reports as required by SPACE.

## *Appendix 15: Clinical Supervisor Checklist*

## *Appendix 16: Clinical Supervisor Evaluation of Cooperating Teacher in Clinical Practice*

Following is an example of the evaluation instrument of cooperating teachers, which clinical supervisors of a clinical intern are required to complete. Clinical supervisors of clinical interns in the full-year of clinical practice, have between 8 and 10 interactions with the cooperating teacher upon which to base the evaluation.

Cooperating Teacher:
First Name
Last Name

School:

Clinical Intern:
First Name
Last Name

Please use the following ratings and check the appropriate column:
0- Strongly Disagree 1-Disagree 2- Agree 3-Strongly Agree

| | 0 | 1 | 2 | 3 |
|---|---|---|---|---|
| 1. The cooperating teacher made me aware of their philosophy regarding mentoring a teacher candidate. | ❍ | ❍ | ❍ | ❍ |
| 2. The cooperating teacher was respectful and considerate of the teacher candidate in the classroom. | ❍ | ❍ | ❍ | ❍ |
| 3. The cooperating teacher sought my input regarding the performance of the teacher candidate. | ❍ | ❍ | ❍ | ❍ |
| 4. The cooperating teacher represented the profession of teaching in a professional manner. | ❍ | ❍ | ❍ | ❍ |

Comments

***Appendix 17: Clinical Practice I & II Placement Expectation Chart***

# CLINICAL PLACEMENT PROFESSIONAL REQUIREMENTS CONTRACT