



RUTGERS

Graduate School of Education

Advancing Excellence and Equity in Education

CLINICAL PRACTICE HANDBOOK

Rutgers, The State University of New Jersey
Graduate School of Education
Office of Student and Academic Services
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Rutgers GSE Clinical Internship Handbook

INTRODUCTION

This handbook has been prepared as a guide for orienting clinical interns, cooperating teachers and clinical supervisors to the University's expectations related to the clinical components of the teacher preparation program. Teacher educators, public school administrators, classroom teachers and teacher candidates agree that the clinical experience is the single most important aspect of teacher preparation. This experience represents such significance in teacher preparation programs that an entire semester is devoted exclusively to the clinical practice. Thus, it is essential that all those involved be informed about the clinical component of the program.

This handbook should serve not to constrain or inhibit, but rather to foster opportunities for better and significant linkages between Rutgers University, the Graduate School of Education (GSE), and the public schools of New Jersey in the preparation of new teachers and the professional development of in-service teachers.

Rutgers GSE makes four claims about our teacher preparation programs:

1. Our students understand the central concepts, tools of inquiry, and structures of the disciplines they teach, especially as they relate to the New Jersey Student Learning Standards, including include K-12 content area standards and Preschool Teaching and Learning Standards (<http://www.nj.gov/education/cccs/>). (*NJ Professional Standards for Teachers 4, 5*)
2. Our students demonstrate pedagogical knowledge in their planning and design of instructional plans and their use of multiple assessment strategies to evaluate and promote student learning. (*NJ Professional Standards for Teachers 4, 5, 6, 7, 8*)
3. Our students demonstrate knowledge of learners and learning in accommodating diverse learners and those with special needs and in the design of learning environments that provide a supportive, safe, and respectful environment. *NJ Professional Standards for Teachers 1, 2, 3*)
4. Our students demonstrate knowledge of appropriate professional practice in their use of effective communication in the classroom, knowledge of strategies for building relationships with parents to support student learning, and knowledge of opportunities to pursue professional growth. (*NJ Professional Standards for Teachers 9, 10, 11*)

Individual teacher preparation programs within the Graduate School of Education provide the curriculum and coursework necessary to develop highly trained and skillful teachers. The Office of Student and Academic Services (OSAS) works with these programs to provide the required clinical experiences that, in conjunction with coursework, develop and support novice teachers who are prepared to drive student success in the classroom from the very first day of teaching. We consider the opportunity to combine theory and practice an essential ingredient in the development of a master teacher.

Collaboratively, people in three roles play a significant part in clinical practice: the clinical intern, cooperating teacher, and clinical supervisor.

The **Clinical intern** is an active participant in his/her training and supervision. Clinical interns are expected to closely observe and participate in the instructional program in their assigned school, to plan and teach lessons as part of a collaborative effort with their cooperating teacher, and to engage in personal reflection regarding their performance and overall experience in the school.

The **Cooperating Teacher** is a vital participant in this process. The quality of our teacher preparation program at Rutgers GSE is due in large part to the significant contributions of excellent cooperating teachers through mentoring and modeling.

The **Partnership Leader** and **Clinical Supervisor** bring expertise in teaching and teacher development to this endeavor. By facilitating each participant's role in the supervisory process, and by carefully coaching and evaluating the clinical intern, the partnership leader and clinical supervisor provide the interface between the university and P-12 public schools.

* * * * *

Please review this manual carefully, as this should clarify expectations and promote full participation in the supervisory process from each member of the supervisory team: clinical intern, cooperating teacher, partnership leader, and clinical supervisor. Please bring any questions or suggestions about the handbook to Lisa Kruger, Director of Teacher Education, who can be reached at lisa.kruger@gse.rutgers.edu or at 848-932-0740.

We welcome your participation in our clinical experiences. When the student, the cooperating teacher, and clinical supervisor collaborate in the preparation process, meaningful growth is possible for the teacher candidate. The results of this semester will have a lifelong impact on the career of the teacher candidate and the children whose lives they will touch.

New Jersey Professional Standards for Teachers

New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9-3.3)

<http://www.state.nj.us/njded/profdev/profstand/>

Effective May 5, 2015, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as a common foundation for pre-service education, certification, inductions and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards:

Articulate what effective teaching and learning looks like in a transformed public education system - one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.

Fundamental Understandings

The following fundamental understandings anchor the content of the standards:

- Teaching and learning are a dynamic process. Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- Expertise in teaching develops over time. While the previous InTASC standards were geared to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- 21st century skills are fundamental. Teachers need to foster students' curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- The focus must move from teachers' teaching to learners' learning. Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- Assessment literacy is an essential skill. Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
- A collaborative professional culture improves teaching effectiveness. We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory

decision-making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.

- Teachers should embrace leadership roles. Teachers should advocate for their own and their students’ needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

Integrated Themes

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are as follows:

- | | |
|-------------------------------------|---|
| • Collaboration | • Individual differences |
| • Communication | • Interdisciplinary/multiple perspectives |
| • Creativity/innovation | • Professional learning |
| • Critical thinking/problem solving | • Student-directed learning |
| • Cultural competence | • Teacher responsibility |
| • English language learners | • Technology |
| • Families and communities | • Use of data to support learning |

Organization

The standards are now organized under four domains:

<p>The Learner and Learning</p> <ul style="list-style-type: none"> • Standard 1: Learner Development • Standard 2: Learning Differences • Standard 3: Learning Environments 	<p>Instructional Practice</p> <ul style="list-style-type: none"> • Standard 6: Assessment • Standard 7: Planning for Instruction • Standard 8: Instructional Strategies
<p>Content</p> <ul style="list-style-type: none"> • Standard 4: Content Knowledge • Standard 5 Application of Content 	<p>Professional Responsibility</p> <ul style="list-style-type: none"> • Standard 9: Professional Learning • Standard 10: Leadership & Collaboration • Standard 11: Ethical Practice

Within each standard, the elements are organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice
- Essential knowledge: the understandings that one needs to support effective practice; and
- Critical dispositions: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.

Standard	Content of Standard	New Focus Areas
1. Learner Development	Understanding how children/ adolescents develop and learn	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
2. Learning Differences	<ul style="list-style-type: none"> • Understanding practice of culturally responsive teaching; • Need to adapt instruction to accommodate special learning needs 	<ul style="list-style-type: none"> • Providing inclusive learning environments that enable each learner to meet high standards; • Understanding individual differences in broader context, including attention to a learner’s personal, family, and community experiences and cultural norms
3. Learning Environments	<ul style="list-style-type: none"> • Creation of a supportive, safe, and respectful learning environment; • Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions 	<ul style="list-style-type: none"> • Collaboration with learners, families, and colleagues; • Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment; • Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues
4. Content Knowledge 5. Application of Content	Deep content knowledge of discipline(s)	Creating learning experiences to make content accessible and meaningful for students
6. Assessment	Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	<ul style="list-style-type: none"> • Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs • Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs
7. Planning for Instruction 8. Instructional strategies	Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	<ul style="list-style-type: none"> • Planning in use of assessment data and students’ prior knowledge and interest • Collaborative planning among teachers and with learners to support design of relevant learning experiences

9. Professional Learning	Need for teachers to participate as active members of a professional learning community engaging in a variety of learning opportunities	<ul style="list-style-type: none"> • Professional learning aligned with a teacher's needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities • Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection
10. Leadership and Collaboration	Need for teachers to build relationships with parents, guardians, families, and agencies to support students' learning and well-being	<ul style="list-style-type: none"> • Collaboration with other school professionals to plan and facilitate learning; • Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts
11. Ethical Practice	Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success	<ul style="list-style-type: none"> • Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior • Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment

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.

i. Performances:

- (1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;
- (2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and
- (3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

- (1) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning;
- (2) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;
- (3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and
- (4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions:

- (1) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;
- (2) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;
- (3) The teacher takes responsibility for promoting learners' growth and development; and
- (4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

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.

i. Performances:

- (1) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;
- (2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;

- (3) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;
- (4) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;
- (5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and
- (6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

ii. Essential Knowledge:

- (1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;
- (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;
- (3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;
- (4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
- (5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and
- (6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:

- (1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- (2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- (3) The teacher makes learners feel valued and helps them learn to value each other; and
- (4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

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.

i. Performances:

- (1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
- (2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;
- (3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;
- (4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;
- (5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
- (6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;
- (7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and
- (8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge:

- (1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- (2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
- (3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
- (4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;
- (5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and
- (6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions:

- (1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- (2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;
- (3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- (4) The teacher seeks to foster respectful communication among all members of the learning community.

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.

- (1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards;
- (2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;
- (3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;
- (4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;
- (5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;
- (6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;
- (7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
- (8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and
- (9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:

- (1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
- (2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
- (3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;
- (4) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;
- (5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
- (6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and
- (7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:

- (1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;
- (2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
- (3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
- (4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
- (5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

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.

i. Performances:

- (1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);
- (2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);
- (3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;
- (4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;
- (5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;
- (6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;
- (7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and
- (8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge:

- (1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- (2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
- (3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to

information and its use;

(4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;

(5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;

(6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

(7) The teacher understands creative thinking processes and how to engage learners in producing original work; and

(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

iii. Critical Dispositions:

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;

(2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and

(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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.

i. Performances:

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;

(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;

(3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;

(4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

(5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;

(6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;

(7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;

(8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and

(9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

- (1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;
- (2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;
- (3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;
- (4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;
- (5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
- (6) The teacher knows when and how to evaluate and report learner progress against standards; and
- (7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:

- (1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning;
- (2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
- (3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
- (4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
- (5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
- (6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

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 learners and the community context.

i. Performances:

- (1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
- (2) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
- (3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;
- (4) The teacher plans for instruction based on formative and summative

assessment data, prior learner knowledge, and learner interest;
(5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and
(6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

ii. Essential Knowledge:

(1) The teacher understands content and content standards and how these are organized in the curriculum;
(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
(6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and
(7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:

(1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;
(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
(3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

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.

i. Performances:

(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;
(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;

- (4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;
- (5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;
- (6) The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;
- (7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;
- (8) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and
- (9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ii. Essential Knowledge:

- (1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;
- (2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
- (3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
- (4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
- (5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and
- (6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

iii. Critical Dispositions:

- (1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
- (2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
- (3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and
- (4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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 student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

i. Performances:

- (1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;
- (2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;
- (3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and
- (4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

ii. Essential Knowledge:

- (1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;
- (2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and
- (3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

iii. Critical Dispositions:

- (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
- (2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;
- (3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and
- (4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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.

i. Performances:

- (1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning;
- (2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;

- (3) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;
- (4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;
- (5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;
- (6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;
- (7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;
- (8) The teacher uses and generates meaningful research on education issues and policies;
- (9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;
- (10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and
- (11) The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge:

- (1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;
- (2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;
- (3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and
- (4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions:

- (1) The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;
- (2) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;
- (3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;
- (4) The teacher takes responsibility for contributing to and advancing the profession; and
- (5) The teacher embraces the challenge of continuous improvement and change.

Standard Eleven: Ethical Practice.

The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

i. Performances:

- (1) The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;
- (2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;
- (3) The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
- (4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;
- (5) The teacher maintains professional relationships with students and colleagues;
- (6) The teacher provides access to various points of view without deliberate distortion of subject matter; and
- (7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge:

- (1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;
- (2) The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);
- (3) The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
- (4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions:

- (1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;
- (2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;
- (3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and
- (4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.

CHARLOTTE DANIELSON FRAMEWORK FOR TEACHING 2013

Rutgers GSE Faculty selected the Charlotte Danielson Framework for Teaching as an instrument for student teacher evaluation, lesson and unit plan evaluation, and as a tool to assess professional readiness. The Framework identifies four teaching domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. *The Framework for Teaching Evaluation Instrument (2013 Edition)* offers a comprehensive and clear description of all domains, components, and elements. This document can be downloaded for free at the Danielson Group website: www.danielsongroup.org. Stakeholders should refer to *The Framework for Teaching Evaluation Instrument (2013 Edition)* when evaluating intern performance.

The Framework for Teaching identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. While the Framework is not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. ¹

The Structure of the Framework is arranged thusly:

- ❖ **Domain:** big ideas, common themes, or patterns of good teaching
 - **Component:** each domain is broken down into 5 or 6 smaller pieces
 - **Element:** discrete aspects of each component

DOMAIN	Component	Element
		Element
		Element
	Component	Element
		Element
		Element
	Component	Element
		Element
		Element
	Component	Element
		Element
		Element
	Component	Element
		Element
		Element

¹ Danielson (2015). *The Framework for Teaching Evaluation Instrument*, 2013 Edition. www.danielsongroup.org

Domain Descriptions²

Domain	Description
1. Planning and Preparation	Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' prior understanding of the subject. Instructional outcomes are clear, represent important learning in the subject, and are aligned to the curriculum. The instructional design includes learning activities that are well sequenced and require all students to think, problem solve, inquire, and defend conjectures and opinions. Effective teachers design formative assessments to monitor learning, and they provide the information needed to differentiate instruction. Measures of student learning align with the curriculum, enabling students to demonstrate their understanding in more than one way.
2. The Classroom Environment	Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of physical space, and supporting the learning of classmates. Students and teachers work in ways that demonstrate their belief that hard work will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.
3. Instruction	In the classrooms of accomplished teachers, all students are highly engaged in learning. They make significant contributions to the success of the class through participation in high-level discussions and active involvement in their learning and the learning of others. Teacher explanations are clear and invite student intellectual engagement. The teacher's feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.
4. Professional Responsibilities	Accomplished teachers have high ethical standards and a deep sense of professionalism, focused on improving their own teaching and supporting the ongoing learning of colleagues. Their record-keeping systems are efficient and effective, and they communicate with families clearly, frequently, and with cultural sensitivity. Accomplished teachers assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all.

² Danielson (2015). The Framework for Teaching Evaluation Instrument, 2013 Edition.
www.danielsongroup.org

Danielson Framework for Teaching Domains and Components³

Not Visible During Teaching	Visible During Teaching
<p style="text-align: center;">DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy</p> <p>1b Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage</p> <p>1c Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</p> <p>1d Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students</p> <p>1e Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure</p> <p>1f Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning</p>	<p style="text-align: center;">DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport • Teacher interaction with students • Student interaction with students</p> <p>2b Establishing a Culture for Learning • Importance of content • Expectations for learning and achievement • Student pride in work</p> <p>2c Managing Classroom Procedures • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals</p> <p>2d Managing Student Behavior • Expectations • Monitoring behavior • Response to misbehavior</p> <p>2e Organizing Physical Space • Safety and accessibility • Arrangement of furniture and resources</p>
<p style="text-align: center;">DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching • Accuracy • Use in future teaching</p> <p>4b Maintaining Accurate Records • Student completion of assignments • Student progress in learning • Non-instructional records</p> <p>4c Communicating with Families • About instructional program • About individual students • Engagement of families in instructional program</p> <p>4d Participating in a Professional Community • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school</p> <p>4e Growing and Developing Professionally • Enhancement of content knowledge / pedagogical skill • Receptivity to feedback from colleagues • Service to the profession</p> <p>4f Showing Professionalism • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations</p>	<p style="text-align: center;">DOMAIN 3: Instruction</p> <p>3a Communicating With Students • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language</p> <p>3b Using Questioning and Discussion Techniques • Quality of questions • Discussion techniques • Student participation</p> <p>3c Engaging Students in Learning • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing</p> <p>3d Using Assessment in Instruction • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring</p> <p>3e Demonstrating Flexibility and Responsiveness • Lesson adjustment • Response to students • Persistence</p>

³ Danielson (2015). The Framework for Teaching Evaluation Instrument, 2013 Edition. www.danielsongroup.org

DANIELSON FRAMEWORK: LEVELS OF PERFORMANCE

Partnership Liaisons, Clinical Supervisors and Cooperating Teachers should collect data about the components of Domains 1 prior to, and Domains 2 and 3 during each observation lesson. They should then indicate a level of performance for that component: Unsatisfactory, Basic, Proficient, Distinguished. Complete descriptions of performance indicators for each component are included in *The Framework for Teaching Evaluation Instrument, 2013 Edition* (www.danielsongroup.org). The chart below contains some common descriptors of performance across components.

	Unsatisfactory	Basic	Proficient	Distinguished
	Level 1	Level 2	Level 3	Level 4
Descriptors of Performance	<ul style="list-style-type: none"> • Lack of ... • Unorganized • Harmful • Refusal • Unclear • Non-Participatory • Below licensing Standard 	<ul style="list-style-type: none"> • Inconsistent • Partial • General • Attempts • Limited • Participatory • New or Developing 	<ul style="list-style-type: none"> • Consistent • Appropriate • Successful • Frequent • Specific • Collaborative • Teacher-directed success • Collaborative learning 	<ul style="list-style-type: none"> • Seamless • Subtle • Skillful • Preventative • Extensive • Leadership • Student-directed success • Collaborative Leadership

OVERVIEW OF CLINICAL PRACTICE

GOALS. The fundamental goals of clinical practice are:

- to help students become skilled and reflective practitioners
- to use theory and research learned at the University to inform thoughtful practice
- to allow interns the time and opportunity to think critically about their practice, and to identify teaching and learning issues for which further inquiry and knowledge are required.

INTERN PLACEMENT. Clinical practice is offered during the fall semester. Whenever possible, students will be placed in a Rutgers GSE Community-School Partnership Network Clinical Partner school.

Clinical practice is a full-time, semester-long experience **beginning on the day that teachers return to the school district in the fall and continuing until December 21, 2018.** Clinical interns who are accepted to a district are required to visit for at least one day prior to the start of the school year in order to meet with cooperating teachers, become familiar with the districts' calendar and policies, and begin planning their lessons in collaboration with their cooperating teachers.

We would like to request that at least two interns be placed together in a school *whenever possible* to provide a cohort for collaboration and to facilitate supervision. Please note that secondary education interns **need not be assigned to an individual teacher**; rather, they can be assigned to a department and the department chair or senior member of the faculty can assign the teaching schedule. It is expected, however, that each intern will be assigned to work primarily with two or three cooperating teachers.

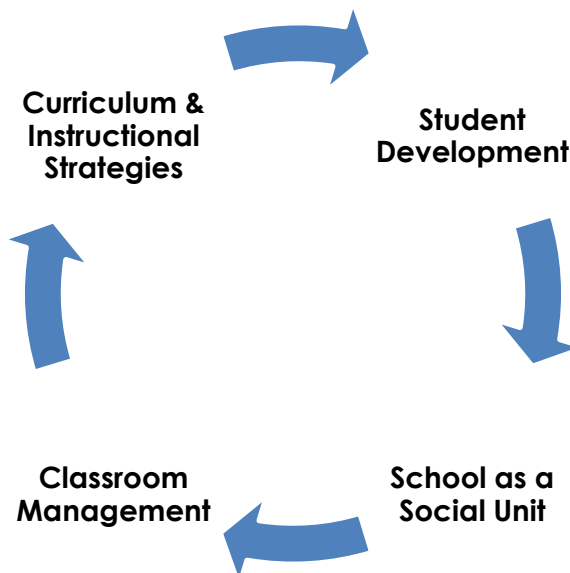
The Clinical Interns' experiences should be as close to actual full-time teaching as possible. Interns are expected to begin the semester observing and presenting selected lessons under the guidance of the cooperating teacher. **As the semester progresses, clinical interns should systematically increase their assigned teaching responsibilities and load to one hundred per cent of a full-time teacher's responsibilities in the district.**

COLLABORATION. Whenever possible, interns are encouraged to team teach with each other as well as with their cooperating teachers, share ideas amongst themselves, and be involved in the work of the department and with all faculty members individually by assuming the role of **teaching associate or junior faculty member.**

Whenever possible, interns are encouraged to observe in the classrooms of their peers and have the opportunity to see both their fellow interns and several other teachers. Whenever possible, interns should be encouraged to meet as a cohort and with one or more cooperating teachers at other times.

REFLECTION. Interns should have a period of time set aside daily to reflect upon their observations of each other, their observations of classes in the department, and their clinical practice in general.

Interns are expected to reflect on (1) curriculum and instructional strategies and techniques, (2) student development, (3) the school as a social unit, and (4) classroom management.



INTERNSHIP SEMINAR. Interns are required to enroll in a weekly internship seminar at Rutgers GSE during the internship semester that will serve as a forum for written and oral reflection. We encourage seminar instructors, cooperating teachers, partnership leaders, and clinical supervisors to familiarize themselves with each other's work. Instructors of the on-campus clinical practice seminars will connect the interns' work in schools to that of the seminar classroom to ensure meaningful observations and reflections of classroom teaching and learning. Occasionally, cooperating teachers will be invited to attend clinical practice seminars. When possible, clinical practice seminars may be held in a school district where several students are placed. Both seminar instructors and clinical supervisors are expected to be familiar with the schools in which interns are placed.

GRADE. All individuals involved with the clinical practice will be responsible for a decision about the intern's grade. This decision should be made after discussion among the cooperating teacher, the partnership leader, the clinical supervisor, and the intern. The partnership leader and/or clinical supervisor is responsible for bringing all parties together to decide the grade and for submitting the grade to The Office of Student and Academic Services. Interns will earn a grade of Pass or No Credit. Pass is equivalent to an A, B+, B, C+, or C. No Credit is equivalent to an F.

PROFESSIONALISM. Professional dress and conduct is expected of all Clinical Interns. As a rule, the general appearance and demeanor of the cooperating teachers in their assigned schools should guide interns.

Each school district will have an established dress code policy. Clinical Interns should become familiar with this policy prior to the first day of the internship. In general, interns should have an appropriate, well-groomed appearance. Appearance reflects a professional commitment to teaching that is clearly communicated to the cooperating teacher, classroom pupils, and other staff within the school environment. Inappropriate or exceptional dress or grooming can distract pupils and those working with the intern, thus taking away from the intern's ability to teach successfully.

Professionalism also extends to the intern's preparation for teaching. All lesson plans should be checked by the cooperating teacher(s) before presentation. Any questions regarding content should be discussed with the cooperating teacher(s) and/or clinical supervisor.

Professional Conduct Expectations for Rutgers GSE Clinical Practice Students:

- Dress professionally/follow district dress code
- Establish and maintain regular communication with partnership leader, supervisor, and cooperating teacher
- Participate in daily classroom activities
- Be open to suggestions and accepting of feedback
- Respect opinions, feelings and abilities of students, faculty and staff
- Strictly adhere to host school hours, calendar and schedule
- Be dependable and punctual with assignments
- Become familiar with host school rules and district policies
- Use appropriate language at all times
- Demonstrate respect for issues of confidentiality and privacy
- Professionalize your cell phone greetings and email addresses
- Privatize non-educational social web pages and refrain from publishing inappropriate, confidential or slanderous information on public internet sites
- Limit use of non-instructional electronic devices to off school grounds
- Refrain from personal communications on school computers
- Maintain professional relationships with students, school colleagues and families consistent with the New Jersey Professional Standards for Teachers.

Removal from Internship

Interns are expected to adhere to all of the following:

- The host school rules regarding lesson planning, assessment, attendance, professional demeanor, etc.;
- The Rutgers GSE faculty guidelines and guidance regarding the Internship experience put forth in this handbook;
- The Professional Conduct Expectations for Student in Clinical Practice listed on page 26 of this handbook;
- The Role of the Intern described on pages 33-34 of this handbook;
- The New Jersey Professional Standards for Teachers; and,
- The University Code of Student Conduct.

Failure to adhere to any of these sets of expectations, or poor performance over a substantial period of time may result in the student's removal from the clinical practice experience. Any student so removed may choose to subsequently and voluntarily withdraw from the GSE's teacher preparation program or petition the faculty to be allowed to continue in the program under special conditions.

STUDENT ACADEMIC APPEALS. Whenever possible, student academic appeals are handled within the program. The student should take the issue to the department chair or program director for review and mediation. The chair or director consults with all parties and proposes a resolution. If this is unsuccessful, the matter is referred to the appropriate Graduate School of Education Committee on Admissions and Scholastic Standing as designated in Graduate School of Education bylaws.

The Committee on Admissions and Scholastic Standing hears appeals that have not been resolved by the department chair or program director. The student must make his or her case in writing. A written response to the student's statement will be solicited from the chair or director of the department or program whose action is being appealed. The committee normally bases its judgment on written submissions only. Should the committee deem it necessary, it may call upon the student and/or a faculty member (or members) for written or oral responses to questions raised by the committee.

A student may request an appearance before the committee. If they believe an appearance is warranted by unusual circumstances, the committee members may allow the student to appear before them. They may, however, limit the amount of time granted, which normally will not exceed 30 minutes. The committee reports its recommendations to the dean of the Graduate School of Education, whose decision is final.

Should the student decide to appeal to the dean, such a request must be made in writing within 30 days of notification of the decision of the Committee on Admissions and Scholastic Standing. Each case will be reviewed by a representative of the dean of the Graduate School of Education whose decision is final.

Please refer to the online catalog for a complete list of special policies governing the Rutgers GSE CEAS Educator Preparation Programs:
http://catalogs.rutgers.edu/generated/gse_current/pg58.html.

PREPARATION FOR CLINICAL PRACTICE

Interns will make an appointment with the principal and department supervisor to spend at least one full day at the internship site during May or June preceding the internship. During this visit, the intern should become familiar with the:

1. **SCHOOL SYSTEM'S CALENDAR.** Interns must follow the school's schedule, not the University schedule, during the Clinical Internship semester. This includes the school's schedule for holidays and vacations. The intern is expected to begin the internship on the first day of the school's academic year.
2. **COOPERATING TEACHER'S DAILY SCHEDULES.** Interns will arrive and depart school at the same time as the cooperating teachers, signing in and out as do all other faculty in the school. Interns are required to be at the designated school for the entire day regardless of when the intern's teaching duties are completed.
3. **INSTRUCTIONAL MATERIALS.** Interns should be given copies of any instructional materials that might be helpful in planning for their classroom responsibilities.
4. **CLASSROOM POLICIES AND PROCEDURES.** Interns are expected to know and follow the classroom procedures and lesson plan formats that are used by the cooperating teachers. Deviations from this should be done only after discussion and collaboration with the cooperating teachers.
5. **CROSS-COURSE AND CROSS-CLASSROOM EXPERIENCES.** Interns should have the opportunity to meet every teacher in the department and/or grade level and provide input to the selection of the lessons they will teach as well as the courses and classrooms they will observe during the internship. Further, each member of the intern cohort should be introduced to other interns' cooperating teachers and plans made for cross-classroom observations and collaboration.
6. **DISTRICT AND SCHOOL POLICY HANDBOOK.** The intern is expected to have read and become familiar with the district's and school's policy handbook prior to beginning the internship. If there is anything in the handbook about which the intern is unclear, the intern should contact the department supervisor and/or the school principal for clarification. Interns, like regular school personnel, must abide by district and school policy.

Interns are expected to follow district and school policy as it regards the reporting of an excused absence due to illness. Further, the intern must also contact the cooperating teacher, department supervisor and/or building principal prior to the beginning of the school day to report the illness and inability to go to the internship. If an intern is absent from any assigned teaching responsibilities, lesson plans must be provided to the cooperating teachers. Interns who miss more than two days of the internship will be required to make up the time.

If there is a teachers' strike at the clinical practice site, the intern should contact the Office of Student and Academic Services immediately. Under no circumstances should the intern cross a teachers' picket line at the clinical practice site.

7. **LAYOUT OF SCHOOL-SITE AND COMMUNITY.** Interns should be familiar with the school-site, including library or media center, central office, cafeteria, bathrooms, custodial staff, secretaries, parking, etc.

8. **EXTRACURRICULAR ACTIVITIES.** The intern should discuss with the cooperating teacher and/or department supervisor the types of extracurricular activities that may be expected during the internship. The intern's participation in extracurricular activities should be guided by the goals of the internship and the opportunity to advance one's knowledge of the profession.
9. **AUGUST PLANNING.** Interns should work with their cooperating teachers to prepare for the opening of the school year.
10. **DISTRICT REQUIREMENTS FOR STUDENT TEACHERS.** Interns are expected to take care of any requirements their cooperating district makes of student teachers such as up-to-date Mantoux test, substitute teaching license, fingerprinting, etc. These requirements should be met BEFORE the internship starts in September.

edTPA

In June of 2014, NJDOE regulations requiring teacher candidates to pass a performance assessment in order to gain licensure were adopted and in December of 2015, the edTPA was selected as sole the Commissioner- approved assessment. On August 3, 2016 the State Board of Education voted to set the cut score on the Commissioner-approved performance assessment, edTPA.

Successful completion of the edTPA performance assessment will be required for all candidates seeking a certificate of eligibility with advanced standing on or after September 1, 2017. Candidates in dual-licensure programs need only complete and pass one edTPA handbook for licensure in one of the certification areas sought.

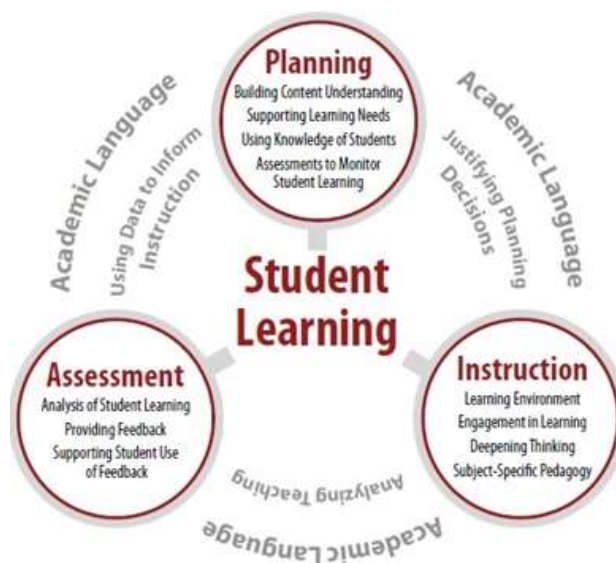
Note: candidates seeking multiple endorsements concurrently for initial licensure should select the edTPA handbook that aligns with their clinical practice placement. For example: a candidate seeking K-6 and Middle School Math concurrently who is completing clinical practice in a middle school math classroom should complete the Middle Childhood Mathematics handbook.

There is no minimum edTPA cut score for teacher candidates during the 2018-2019 school year. Candidates will earn a passing score on the edTPA as long as they submit a complete portfolio to Pearson for scoring, including a video component. Candidates will receive an official score from edTPA that they can use for New Jersey certification and may be able to use when seeking reciprocity in other states requiring edTPA. The local scoring option is no longer available to candidates seeking initial teacher certification in New Jersey. IS NO LONGER AVAILABLE TO CANDIDATES SEEKING INITIAL TEACHING CERTIFICATION IN NJ.

For additional information, visit the NJDOE website:

<https://www.nj.gov/education/educators/rpr/preparation/assessment/> or <https://www.edtpa.com/>

edTPA resources for interns are available for download from the TI Fall 2018 Sakai site.

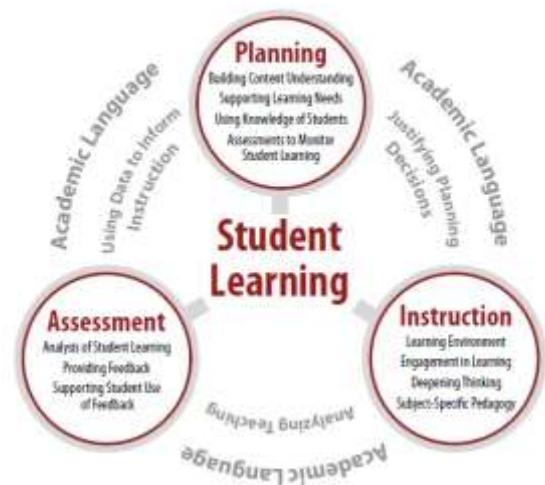


Using edTPA®

Developed for educators by educators, edTPA® is the first nationally available performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards, InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, edTPA® can be integrated with other teacher candidate assessments such as clinical evaluations, embedded program assessments and content knowledge examinations to inform program completion decisions or as a metric for licensure. It is also a useful source of evidence for program review, teacher licensure and/or state and national accreditation.

edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below:

The edTPA® Teaching Cycle is Focused on Student Learning



Preparation for Critical Dimensions of Teaching

The edTPA® process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons. These lessons come from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of their students. .

Candidates' evidence is evaluated and scored within the following five dimensions of teaching

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/ assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address strengths and student needs.
2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning tasks. Candidates also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject- matter understandings.
3. **Assessing Student Learning** includes classroom- based assessment (evaluation criteria), student work samples, quality of teacher feedback and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students and explain how their feedback guides student learning.
4. **Analysis of Teaching Effectiveness** is addressed in commentaries within **Planning, Instruction and Assessment** tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs, and principles of research and theory. In **Instruction**, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their steps for individuals and groups with varied learning needs.
5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject-matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

ROLES OF THE CLINICAL INTERN, COOPERATING TEACHER, CLINICAL SUPERVISOR, AND PARTNERSHIP LEADER

Clinical Intern

The internship, or clinical practice, is a critical part of any teacher preparation program. During this experience, the intern is expected to closely observe and participate in the instructional program of his or her assigned school, to plan and teach lessons as part of a collaborative effort with his or her cooperating teacher, and to engage in personal reflection regarding performance and overall experience in school.

Clinical practice provides unique opportunities for the intern to teach under supervised conditions and to experience a wide variety of professional experiences. It is a chance for the intern to try out instructional strategies with the benefit of constructive feedback from the cooperating teacher, partnership leader, and clinical supervisor. The intern is strongly encouraged to take advantage of this situation and to seek out experiences that will broaden and improve his or her repertoire of skills.

While specific responsibilities will vary depending on the field placement, some general responsibilities do apply for all teacher candidates. They are as follows:

ATTENDANCE. Interns are expected to be in their field placements for a full school day, five days per week. The specific times will vary according to the assigned school district, but in general, interns are expected to keep faculty hours.

In the event the intern must be absent from the field placement, he or she should contact the cooperating teacher as soon as possible. If the absence occurs during the last weeks of the clinical practice when the Intern is responsible for teaching the entire day, the intern should provide substitute teaching plans.

Clinical Interns are generally allowed **two absences**. More than two absences must be made up by the end of the internship semester. Failure to make up missed days may result in an extension of the internship, a failing grade or an incomplete grade.

TEACHING. All interns are expected to participate fully in the classroom program and to engage in the same activities as the cooperating teacher. This includes planning, instruction, and extra-curricular activities such as lunch, hall and bus duties.

It is expected that the intern will gradually phase into the workings of the classroom and will assume lead teaching responsibilities, under close supervision by the cooperating teacher, for a minimum of six weeks toward the end of the semester. **All lesson plans should be approved by the cooperating teacher in advance of teaching them.** A detailed breakdown of the suggested schedule for the phase-in of student teacher responsibilities is included on pages 39 through 42 of this handbook.

Interns may not serve as substitute teachers during the Clinical Practice semester.

FORMAL OBSERVATIONS. All interns are expected to:

- Collaborate with the Clinical Supervisor, Partnership Leader, and Cooperating Teacher to organize observation times that are most convenient for everyone involved.
- Arrange for a follow-up conference to be held directly after the observation. If possible, it is ideal for the cooperating teacher to be present. These arrangements should include reserving a specific place for the conference, preferably one that is private and free of distraction.
- Provide the clinical supervisor or Partnership Leader with a place to sit that is within hearing range of the lesson being taught by the intern. Clearly indicate that it is for the supervisor so he or she does not have to interrupt the lesson.
- Leave your notebook and current lesson plan readily accessible at the observation place.

EFFECTIVE CLINICAL INTERNS (In addition to meeting all other outlined requirements)		
ACT PROFESSIONALLY	COMMUNICATE	PARTICIPATE IN THE LIFE OF THE SCHOOL
<ul style="list-style-type: none"> • Behave in a professional manner at all times • Project a demeanor that conveys respect for the school, cooperating teacher, students, and the teaching profession 	<ul style="list-style-type: none"> • Be pro-active; initiate dialogue with the cooperating teacher and the supervisor regarding your goals for the internship • Ask questions and seek clarification • Take feedback in the spirit in which it is given • Be honest about the type of feedback that is most helpful to you 	<ul style="list-style-type: none"> • Learn about the broader school culture • Be inquisitive and open to learning about the diverse programs that the school has to offer

The Cooperating Teacher

The role of the cooperating teacher is very significant. The cooperating teacher is an extremely important model and mentor for the teaching intern. As a result, a great deal of effort is made to select excellent cooperating teachers who will be interested in imparting knowledge and sharing their experience and expertise with the teacher candidate. According to NJDOE CEAS Educator Preparation Programming Requirements (N.J.A.C. 6A:9A), chief school administrators, with input from the preparation program (GSE), should select the most effective and qualified teachers to serve as cooperating teachers for clinical interns. Effective cooperating teachers should be among the best teachers in the school district. They should have a history of on-going and recent involvement in professional workshops, in-service training, etc. They should have some experience on district curriculum committees, have a reputation of peer trust, respect, and willingness to assist others, and demonstrate a commitment to self-improvement.

Cooperating teachers should consult with their chief school administrator and provide an orientation for the intern at the beginning of the school year. The orientation should include introductions to the principal, staff, and office personnel, a tour of the building, and an explanation of the school's organizational structure.

On the first day of school, the cooperating teacher should introduce the intern to the students and explain his or her role to them. The intern should be introduced in a manner that fosters respect and acceptance from the students.

Cooperating teachers are asked to develop a plan for phasing the teacher candidate into the classroom program. This plan should be shared with the university supervisor at the first observation visit.

We expect that cooperating teachers will balance their responsibility for providing guidance and feedback with giving the intern the opportunity to plan his or her own lessons and units of instruction, to utilize methods taught at Rutgers GSE, and to take on the responsibilities of a full-time teacher. Cooperating teachers should clearly state what they will be looking for during the semester in terms of teaching and other responsibilities. Further, they should clearly define what the intern should be doing when not teaching.

Cooperating teachers must ensure that a certified teacher is in close proximity to the classroom at all times, per New Jersey state law. **Clinical Interns may never be left alone with students, whether or not they hold a substitute teaching license, nor may they be used as a substitute teacher or receive payment from the school district during the internship semester.**

EFFECTIVE COOPERATING TEACHERS		
COMMUNICATE	PROVIDE RESOURCES	PROVIDE SUPPORT & FREEDOM
<ul style="list-style-type: none"> • Prior to the start of the school year, discuss the expected outcomes for the internship to facilitate a respectful, collaborative relationship • Welcome the intern into your classroom by sharing your philosophy of education and discussing your instructional strategies • Provide data collected during observations so your intern can actively participate in reflective dialogue • Provide honest, developmental feedback • Conduct frequent conferences about instructional plans 	<ul style="list-style-type: none"> • Share lesson plans, units, and instructional material with your intern • Show your intern where supplies and resources can be found • Discuss the availability of technology in the building and instruct your intern as to the procedure for its use • Introduce your intern to members of the school community who may be able to enrich the Clinical Internship experience 	<ul style="list-style-type: none"> • Act as a mentor and coach • Maintain a balance between providing hands-on guidance and encouragement and hands-off freedom for your intern to make decisions and try new techniques • Model effective behavioral and classroom control within a positive environment • Review lesson plans prior to implementation by the teacher candidate • Conduct weekly meetings with the teacher candidate • Conduct regular observations of the teacher candidate's teaching and give constructive, written feedback • Contact the university supervisor with concerns

PARTNERSHIP LEADER/ CLINICAL SUPERVISOR

The Partnership Leader and Clinical Supervisor serve as liaisons between Rutgers GSE and the clinical placement site. It is their responsibility to facilitate the initial adjustment of the intern to the clinical experience and to monitor, facilitate, and evaluate his or her progress throughout the semester. The Cooperating Teacher and the Intern should feel free to contact the Partnership Leader or Clinical Supervisor with questions and concerns that arise during the semester.

OBSERVATION OF CLINICAL INTERNS.

Partnership Leaders and Clinical Supervisors must make four observation visits over the course of the Fall semester (once per month, September through December.) Each visit should consist of a pre-observation conference (either in person or via phone/email), a formal in-person observation of a whole lesson, and a post-observation conference. The Clinical Supervisor will coordinate observation visits with the **Seminar Instructor** to ensure that visits are equitably distributed across the semester. It is anticipated that the Clinical Supervisor and the Seminar Instructor will maintain communication throughout the semester and coordinate their support of the intern's development.

During each visit, the supervisor will review the plan for the lesson currently being taught, samples of any textbooks and or instructional materials used during the lesson, and the student teacher's overall teaching performance. After the observation the supervisor will complete an online evaluation form via **LiveText/Watermark**. The supervisor's evaluation should adhere to the GSE's guidelines for student feedback. It should **not** be a verbatim record of the student teacher's behavior during the lesson. Rather, it should highlight behaviors where appropriate, and make specific, constructive comments on the components of the lesson plan, planning instruction, teaching strategies, content and theory, classroom management skills, and interpersonal skills. The supervisor's observations, along with those of the cooperating teacher and intern, should be discussed at the post-observation conference. The intern is expected to be an active participant in the conference, demonstrating appropriate reflection and self-evaluation skills.

EFFECTIVE PARTNERSHIP LEADERS/ CLINICAL SUPERVISORS		
PROVIDE A CONTEXT FOR LEARNING	WORK COLLABORATIVELY	MAKE REGULAR CONTACT
<ul style="list-style-type: none"> • Provide feedback that is grounded in research and practice • Provide continuous opportunities for interns to develop and demonstrate the knowledge, dispositions, and teaching performances that support professional teaching 	<ul style="list-style-type: none"> • Bring all parties together by arranging periodic meetings with the intern and the cooperating teacher to discuss the goals and expectations for the internship • Collaborate with the Graduate School of Education • Discuss possible observation techniques that could be used to collect data and provide nonjudgmental feedback 	<ul style="list-style-type: none"> • Make yourself available to the intern to discuss issues and questions that arise during the internship • Maintain a timely schedule of observation and evaluation

SUGGESTED PACING GUIDE FOR FALL 2018 CLINICAL PRACTICE

The interns' experiences should be as close to actual full time teaching as possible. They are expected to begin the semester observing and presenting selected lessons under the guidance of the cooperating teacher. As the semester progresses, student interns should systematically increase their assigned teaching responsibilities and load to one hundred per cent of a full time teacher's responsibilities in the district. While the intern is actively teaching, the cooperating teacher is most constructive when he or she continues to observe, give advice, provide feedback, and look for opportunities for co-planning and co-teaching.

Clinical Teaching Internship Weeks															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Observe; plan & teach individual lessons (K – 12)	Observe; plan & teach one prep (6 - 12)	Observe; plan & teach two preps (6 - 12)		Plan and teach full days										Gradually transition planning and teaching responsibilities back to cooperating teacher.	
	Observe; plan and teach individual lessons (K – 5)	Observe; plan & teach one- half of the day (K – 5)													

Key Assessments to be Mindful of

- Clinical Teaching Work Sample: weeks 1-5
- EdTPA learning segment: weeks 6-13
- Completed EdTPA portfolio submitted for scoring: February 1

Fall 2018 Sample Weekly Pacing Guide

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Key assignments
	Aug 27	Aug 28	Aug 29	Aug 30	Aug 31	
WEEK 1	Sept 3 LABOR DAY	Sept 4	Sept 5	Sept 6	Sept 7	Record CTWS lesson and submit assignment
WEEK 2	Sept 10	Sept 11	Sept 12	Sept 13	Sept 14	
WEEK 3	Sept 17	Sept 18	Sept 19	Sept 20	Sept 21	
WEEK 4	Sept 24	Sept 25	Sept 26	Sept 27	Sept 28	
WEEK 5	Oct 1	Oct 2	Oct 3	Oct 4	Oct 5	
WEEK 6	Oct 8	Oct 9	Oct 10	Oct 11	Oct 12	Record 3-5 day EdTPA learning segment and begin writing up portfolio
WEEK 7	Oct 15	Oct 16	Oct 17	Oct 18	Oct 19	
WEEK 8	Oct 22	Oct 23	Oct 24	Oct 25	Oct 26	
WEEK 9	Oct 29	Oct 30	Oct 31	Nov 1	Nov 2	
WEEK 10	Nov 5	Nov 6	Nov 7	Nov 8 NJEA CONV	Nov 9 NJEA CONV	
WEEK 11	Nov 12	Nov 13	Nov 14	Nov 15	Nov 16	
WEEK 12	Nov 19	Nov 20	Nov 21	Nov 22 THANKSGIVING	Nov 23 THANKS FRI	
WEEK 13	Nov 26	Nov 27	Nov 28	Nov 29	Nov 30	
WEEK 14	Dec 3	Dec 4	Dec 5	Dec 6	Dec 7	
WEEK 15	Dec 10	Dec 11	Dec 12	Dec 13	Dec 14	
WEEK 16	Dec 17	Dec 18	Dec 19	Dec 20	Dec 21	

FIRST THREE WEEKS

- Interns must attend the Clinical Internship Orientation meeting with their University Supervisor prior to the start of the internship. Further, Interns are expected to participate in school- and district-wide orientations. These activities should include:
 - obtaining general information regarding school policies and procedures including parking, school ID's, etc.
 - becoming acquainted with school administrators, instructional assistants, secretaries, and members of the teaching staff. This may require some extra effort on the part of the intern. Interns should be prepared to introduce themselves and explain their role in the school.
- During the first three weeks of school, interns should spend about three-fourths of the day observing classroom teaching and learning. Particular attention should be given to how the class is organized and managed including rules, procedures, and teaching strategies and techniques.
- The intern should spend one-fourth of the day in collaboration with other interns and teachers, and reflecting on what has been observed and learned.
- By the end of the second week, the intern should teach at least one lesson or small group, assist cooperating teacher(s), review students' IEPs (when appropriate) and learn about the students and curriculum materials.
- By the end of the second week, interns should review dates of observation visits by the University Supervisor, including midpoint and final evaluations. Further, interns should meet with their cooperating teacher to determine:
 - The assumption of classroom responsibilities.
 - Weekly meeting times for feedback and review progress (approximately 30 minutes)
 - Regular times the intern will observe the cooperating teacher as well as other teachers and interns in the building.
- By the end of the third week, the teaching intern should assume the lead planning role for at least one unit of study.
- In block scheduled situations, interns should develop and present a total-group lesson and lead small groups.
- Interns should be encouraged to take on one or two additional assignments on a regular basis.

FROM WEEK 4 ON ...

Formal teaching should occur from about week four to the end of the Clinical Internship. Collaboration among the intern, cooperating teachers, University supervisor, University faculty, other teachers in the school, internship seminar instructor, and the Office of Academic Services may be required on occasion to determine the formal teaching plan for the intern. Again, the following guidelines and the exact plan for each intern may differ:

- Interns should be allowed a period of time each week to reflect upon their experience.
- Interns should work closely with all faculty and staff in the school as a collaborative team member.
- Interns should participate in team teaching activities with other interns and teachers. Interns in schools with interdisciplinary block scheduling will work with interns in other departments to plan and present small-group, total-group, and then whole-block instruction.
- Whenever possible, interns should arrange for peer observation. Further, they should be encouraged to collaborate with each other about the Clinical Internship experience.
- Interns should be encouraged to take the opportunity to try new techniques.
- Interns should plan to attend parent conferences and a Board of Education meeting, participate in scheduling activities, note when materials need to be prepared, order supplies, work with child study team members, specialists, secretary, and custodians.
- Interns should plan for or participate in standardized testing and authentic assessment of students.

These guidelines for phasing into responsibilities and formal teaching are only **recommendations**. Some interns will move more quickly and take on more responsibilities sooner, based on their cooperating teachers' philosophy and how they feel about the intern's readiness for the tasks at hand. Other interns will move more slowly. It is important, however, that interns do not deviate substantially from the suggested plan. If problems arise regarding the intern's ability to take on a full-time teaching load, please contact the Office of Student and Academic Services.

Co-Teaching

The goal of clinical practice is to support each teacher candidate to demonstrate competent, independent teaching performance that meets professional and state teaching performance expectations and standards. A unique feature of the co-teaching model of clinical practice is the ongoing collaborative planning, teaching and reflection that occurs between the teacher candidate and the cooperating teacher, with coaching support from the clinical supervisor. This is in contrast to a traditional, non-co-teaching model that features a “sink or swim” experience where the cooperating teacher leaves all classroom responsibilities to the teacher candidate to negotiate on his or her own.

In contrast, the co-teaching model of clinical practice provides the teacher candidate the opportunity to demonstrate increasing instructional competence and independence through a **gradual release or shift of responsibility from the cooperating teacher to the teacher candidate**. Within the co-teaching clinical practice model, the shift of responsibility from the cooperating teacher to the teacher candidate best describes the trajectory toward competent independent teaching.

Features of the Co-Teaching Model of Clinical Practice

- Both teachers are present in the room at all time.
- Both teachers teach all students.
- Both teachers plan lessons together.
- Both teachers accept responsibility for all students.
- Both teachers evaluate student work.

Co-teaching is NOT:

- One teacher teaching one subject followed by the other teacher teaching a different subject.
- One teacher teaching while the other teacher prepares materials for another lesson.
- One teacher teaches while the other sits and watches.
- One teacher planning what both teachers will teach.
- One teacher teaching while the other is assigned to be a tutor.

The Co-Teaching Model of Clinical Practice Requires

- Trust developed between cooperating teacher and teacher candidate.
- Clear communication established between the cooperating teacher and the teacher candidate.
- A sharing of the tasks and achievements in the classroom.
Anticipation of potential conflicts, challenges, and problems.

Co-Teaching Models
 Taken from St Cloud University Academy for Co-Teaching & Collaboration
<https://www.stcloudstate.edu/soe/coteaching/>

Planning time is CRITICAL to the success of Co-Teaching

Co-Teaching is defined as two teachers working together with groups of students sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space.

Model	Description
One Teach, One Observe	One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.
One Teach, One Assist	One teacher has primary instructional responsibility while the other assists students' with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments.
Station Teaching	The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.
Parallel Teaching	Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.
Supplemental	This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.
Alternative (Differentiated)	Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.
Team Teaching	Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Co-Teaching is an attitude of
SHARING THE CLASSROOM AND THE STUDENTS.

Co-Teachers must always be thinking...

We're *Both* Teaching

INTERNSHIP EVALUATION

The Partnership Leader, Clinical Supervisor, and Cooperating Teacher will complete formal observations of the intern and meet informally with the interns on a regular basis. Partnership Leaders and Clinical Supervisors are encouraged to collaborate with the Interns, Cooperating Teachers, the Office of Student and Academic Services, and the University faculty on alternative and effective models of supervision, evaluative feedback, and formative input to the interns.

Interns receive three types of evaluations during the internship: (1) informal feedback, (2) formal feedback, and (3) assignment of internship grade. Guidelines for each follow:

INFORMAL FEEDBACK

- Cooperating teachers will provide oral and/or informal written feedback on a daily basis.
- Department supervisors or building principals will meet with interns and cooperating teachers anywhere from two to four times a semester. The department supervisor or building principal will provide informal feedback to interns and cooperating teachers regarding their collaborative team planning and other related matters.
- Interns will attend a weekly internship seminar at the University where they will receive feedback about assignments and other critical issues concerning their placements.

FORMAL FEEDBACK : ONLINE EVALUATION VIA WATERMARK/LIVETEXT

In an effort to improve the data collection process during the Internship semester, Rutgers GSE utilizes an **online evaluation platform known as Watermark/LiveText**. Login information for all evaluators will be added to Watermark/LiveText; therefore, it is critical that the Office of Student and Academic Services has **accurate contact information for all interns, cooperating teachers, clinical supervisors, and district administrators**. Please reach out to Ken Tufo ken.tufo@gse.rutgers.edu or 848-932-0743 at if you need to update your contact information.

The framework used for evaluating clinical interns is Danielson's Framework for Teaching (2013). Interns will be evaluated on Domains 1, 2, 3, and 4. Please refer to pages 20-23 of this handbook for descriptions of the Danielson Domains. Training and access related to Watermark/LiveText are forthcoming.

RESPONSIBILITIES OF THE PARTNERSHIP LEADER/CLINICAL SUPERVISOR

- Partnership Leaders and Clinical Supervisors will complete four formal lesson observations for each intern. Partnership Leaders and Clinical Supervisors must complete an evaluation form on the Watermark/LiveText platform during or after each observation. Three of the observations will be scored on Danielson Domains 1, 2, and 3. The **final summative evaluation** will be scored on Danielson Domains 1, 2, 3, and 4.
- In addition to the four lesson evaluations, the Partnership Leader/Clinical Supervisor must also submit a Dispositions Evaluation.
- Each formal evaluation should be discussed with the intern along with recommendations for (1) planning and preparation, (2) teaching strategies and techniques, (3) classroom management, and (4) professional and personal qualities that may make the intern a more effective teacher.

RESPONSIBILITIES OF THE COOPERATING TEACHER

- Cooperating Teachers will complete two formal lesson evaluations for each intern. Cooperating Teachers must complete an evaluation form on the Watermark/LiveText platform during or after each observation. The first evaluation should be conducted midway through the semester (on or near 10/26/18). This first evaluation will be scored on Danielson Domains 1, 2, and 3. The second **summative evaluation** should be completed near the end of the semester and should be scored on Danielson Domains 1, 2, 3, and 4.
- In addition to the two formal lesson evaluations, the Cooperating Teacher must also submit a Professional Competencies evaluation via Watermark/Livetext near the end of the semester.
- Each formal evaluation should be discussed with the intern along with recommendations for (1) planning and preparation, (2) teaching strategies and techniques, (3) classroom management, and (4) professional and personal qualities that may make the intern a more effective teacher.

RESPONSIBILITIES OF THE SCHOOL ADMINISTRATOR(S)

Documentation: (Please see Calendar of Due Dates for specific dates)

- A school administrator will evaluate the intern *one time following the teacher evaluation protocol used in the district.*
- The school administrator should **formally discuss** each evaluation with the intern.

RESPONSIBILITIES OF THE INTERN

The intern must complete all required forms and surveys distributed during the clinical practice semester. A grade of Incomplete will be issued if the required paperwork is not submitted by the end of the Fall semester. Please note that this may effect your Spring course registration.

- One formal lesson evaluation. You should evaluate the SAME LESSON that your Cooperating Teacher evaluates at the midpoint of the semester (on or near October 26, 2018.) The lesson should be scored on Danielson Domains 1, 2, and 3, and submitted via Watermark/Livertext.
- One final summative evaluation. This **summative evaluation** should be completed near the end of the semester and should be scored on Danielson Domains 1, 2, 3, and 4. The evaluation must be submitted via Watermark/Livertext.
- One professional competencies evaluation. This evaluation should be completed near the end of the semester and submitted via Watermark/Livertext.
- Additional clinical practice experience survey(s). The distribution of additional clinical practice surveys will be announced via Sakai.

SAMPLE CLINICAL INTERNSHIP EVALUATION FORM

Intern: _____ **Program:** _____

Cooperating School: _____ **District:** _____

Cooperating Teacher: _____ **Grade/Subject:** _____

Evaluator's Name: _____ **Observation Date:** _____

Brief Description of Lesson:

Intern's Strengths:

Areas for Improvement:

This evaluation form is an abbreviated version of the full Danielson Framework for Teaching Rubric. Please refer to the full rubric before you assign a score. The rubric can be downloaded for free at www.danielsongroup.org

	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i> <ul style="list-style-type: none"> • Content & structure of the discipline • Prerequisite relationships • Content-related Pedagogy 				
<i>1b: Demonstrating Knowledge of Students</i> <ul style="list-style-type: none"> • Child & adolescent development • Learning Process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage 				
<i>1c: Setting Instructional Outcomes</i> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners 				

<p><i>1d: Demonstrating Knowledge of Resources</i></p> <ul style="list-style-type: none"> • For classroom use • To extend knowledge & pedagogy • Resources for students 				
<p><i>1e: Designing Coherent Instruction</i></p> <ul style="list-style-type: none"> • Learning activities • Instructional materials & resources • Instructional groups • Lesson and unit structure 				
<p><i>1f: Designing Student Assessments</i></p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria & standards • Design of formative assessments • Use for planning 				
<p><i>2a: Creating an Environment of Respect and Rapport</i></p> <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with other students 				
<p><i>2b. Establishing a Culture for Learning Importance of the content</i></p> <ul style="list-style-type: none"> • Expectations for learning and achievement • Student pride in work 				
<p><i>2c. Managing Classroom Procedures</i></p> <ul style="list-style-type: none"> • Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines • Supervision of volunteers and paraprofessionals 				
<p><i>2d. Managing Student Behavior</i></p> <ul style="list-style-type: none"> • Expectations for student conduct • Monitoring of student behavior • Response to student misbehavior 				
<p><i>2e. Organizing Physical Space</i></p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources 				
<p><i>3a. Communicating with Students</i></p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language 				
<p><i>3b. Using Questioning and Discussion Techniques</i></p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 				

<p>3c. <i>Engaging Students in Learning</i></p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 				
<p>3d. <i>Using Assessment in Instruction</i></p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress 				
<p>3e. <i>Demonstrating Flexibility and Responsiveness</i></p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence in seeking approaches for students who have difficulty learning 				

Video of Teaching Performance

In addition to observation and or instructional duties, Rutgers GSE clinical interns are required to submit a **Clinical Teaching Work Sample** that includes a recorded video of their teaching performance. Any video or work samples collected by interns will be submitted to and scored by Rutgers GSE faculty and staff within a secure system. The primary focus of these videos will be on the Rutgers GSE interns' teaching performance, not the students in P-12 classrooms.

It is the intern's responsibility to ensure that video or other classroom materials that involve student work are kept secure and used ethically. Everyone who uses video or other classroom materials that involve student work has a responsibility to **maintain the privacy and security of students**. Interns must adhere to all school district policies regarding video, student privacy, parental consent, and related topics. Interns should consult with their cooperating teacher and the building principal for guidance before recording any classroom videos.

Interns will receive additional information regarding required video samples of their teaching performance via the Internship Seminar class.

Obtaining Permission for Video Recording

Before you record your classroom instruction, you must ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video recording.

A sample request for a release form and sample release form are provided for your reference. PDF versions of these forms are available for download at the TI Fall 2017 Sakai site. The sample consent form provides information about the purpose of the video within the context of the internship seminar as well as how the videos may be used by Rutgers GSE. Any other use requires separate explicit permission. You may not use the video recording for any purpose that is not within the parameters of the release forms you received for students or adults who appear in your video.

Identify your district's guidelines for video recording and follow it carefully. If the district collects "blanket" photo/video permission consent forms, get copies of your students' forms. If the district does NOT use a blanket photo/consent form, use the one uploaded to Sakai.

Identify which students can and cannot be video recorded and plan accordingly. Students who cannot be video recorded should remain in the classroom and participate in the learning activities, but sit out of range of the video camera.

Sample Video Consent Form

Dear Parent/Guardian:

I am a student in the Rutgers Graduate School of Education (GSE) Teacher Preparation Program and I have been assigned to your child's classroom for a field placement. As a student teacher in your child's classroom, I am required to record a sample of my teaching performance. Any video or work samples I collect will be submitted to and scored by Rutgers GSE Faculty and Staff within a secure system.

Although the video recording may involve both the teacher and various students, the primary focus of the video is my instruction, not the students in the class. However, in the course of recording my teaching, your child may appear on the video. I will also collect samples of student work as evidence of my teaching practice, but no students' names will appear on any materials that I submit. Any materials that I collect will be kept confidential at all times.

The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by Rutgers GSE Faculty and Staff. My assessment materials may also be used by Rutgers GSE under secure conditions for program development and implementation, including scorer training, and to support continued program improvement activities such as future validity and reliability studies. The form attached will be used to document your permission for these activities.

Sincerely,

(Teacher Candidate Signature)

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age that are involved in this project)

PERMISSION SLIP

P-12 Student's Name: _____

School/District: _____

Rutgers GSE Pre-service Teacher's name: _____

I am the parent/legal guardian of the child named above. I have received and read the project description and agree to the following: (Please check the appropriate box below.)

I DO give permission to include my child's classwork and/or image on video recordings as he or she participates in a class taught by the above-named Rutgers GSE pre-service teacher, to be used for the purpose of completing Rutgers GSE course assignments. I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____



I am the student named above and I am 18 years of age or older. I have read and understand the project outlined above. I understand that my performance is not being evaluated for the purposes of this project and that my last name will not appear on any materials that may be submitted.

- **I DO give permission** to you to include my image on video recordings as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.
- **I DO NOT give permission** to video record me or to reproduce materials that I may produce as part of classroom activities.

Signature of Student: _____ Date: _____

Date of Birth: ____/____/____

RELATIONSHIP BETWEEN SCHOOL AND UNIVERSITY PERSONNEL

Problems related to the intern, university supervisor, or school-site faculty and administrators, **should first be discussed** with the Office of Student and Academic Services. The Director of Teacher Education is the institutional liaison coordinator for all formal, contractual agreements between the University and the cooperating school districts. Depending on the concern or problem, a University faculty member may be asked by the Director of Teacher Education to work with school site personnel, the intern, and the University supervisor to resolve the problem. University faculty may include the internship seminar instructor or the intern's advisor or both. If you have any questions or concerns, please contact:

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