CLINICAL PRACTICE HANDBOOK: A Guide for Achieving Success in P-12 Clinical Practice Experiences

Created for Clinical Practice Candidates, Collaborating Teachers and University Supervisors
Currently, the State of New Jersey requires a coherent sequence of content and education courses for certification in all program areas. Rowan provides this through its degree programs. In order to obtain a Certificate of Eligibility with Advanced Standing (CEAS), the candidate must complete a university supervised student teaching (clinical practice) experience. At Rowan University, this means a semester-long experience as defined by the individual programs as mandated by accreditation bodies. Other university requirements may apply.


Revised January, 2016
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Introduction

The Rowan University Clinical Practice experience is designed to be the pedagogical capstone and culminating experience for our teacher candidates’ entry into the teaching profession. The College of Education is dedicated to academic excellence and accountable P-12 student achievement in a diverse society. Our teacher candidates are prepared for the collaborative teaching experience grounded in data-based instructional decision making, continuous professional reflection, and ongoing student assessment centered on learning objectives which are aligned with New Jersey Common Core Standards. Additionally, our program is based on the Danielson Framework for Teaching. It is our expectation, that with guidance, preparation, and collaboration from the University’s supervisor, the collaborating teacher, the clinical candidate, and the classroom students will have a rewarding experience and our clinical candidates will mature in their profession.

In keeping with a trend toward increased use of technology, all clinical practice evaluation forms are powered by TK20 and are now submitted electronically by collaborating teachers and university supervisors. In addition, candidates are now required to complete a capstone edTPA. All instructions are included in this handbook.

COLLEGE OF EDUCATION
VISION STATEMENT

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

MISSION STATEMENT

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions with the ultimate goal of ensuring equitable educational opportunities for all learners.
Connecting to the College of Education Conceptual Framework Pillars:

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:
1. Content and pedagogical knowledge,
2. Technology to facilitate teaching and learning,
3. Diversity with a commitment to social justice, and

Building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-12 student or client learning to inform our practices and provide a foundation upon which learning evolves.
Clinical Practice Partnership with Rowan University

This is a semester-long placement arranged by the College of Education’s Office of Field Experiences. All placements must be approved by the Board of School Directors in the requested district. Candidates and Collaborating Teachers are notified as soon as that office receives confirmations. A University Supervisor will be assigned and that person will meet with all parties a minimum of seven times during the semester. All concerns regarding clinical practice candidates should first be addressed with the supervisor. Should it be necessary, the Supervisor or Collaborating Teacher may contact the Chair of the appropriate department of the candidate in question.

Professional Development School (PDS) Partnerships

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

Current PDS Schools include:
- Bowe Elementary School in Glassboro,
- West Ave School and Quarter Mile School in Bridgeton,
- Holly Glen Elementary School in Monroe Township Public Schools,
- Johnstone Elementary School in Vineland, and
- Hainesport Township School in Hainesport.

Teacher Candidate Roles and Responsibilities

Requirements PRIOR to Field Placements

- Meet all requirements for Benchmarks I and II (including GPA and Passing Praxis II)
- Mantoux TB Test
  - Students who are in a school setting 20 or more hours per month must have a valid Mantoux test. A Mantoux test would be invalid if you have been out of a school setting over six (6) months. A copy of your Mantoux test should be taken with you to any school in which you are placed. A copy of your current Mantoux test must be filed with the student health center.
  - The Wellness Center (Student Health Center) located in Linden Hall (256-4333) offers the Mantoux Test on Monday thru Friday 9 a.m. to 5 p.m. There is a $10.00 fee. You must return within 48-72 hours to have the results noted by a nurse. If you do not return, your test will not be valid because the time for interpretation cannot be more than 72 hours. You will then have to repeat the test with an additional cost of $10.00.
o If you choose not to use the Wellness Center, you may have the Mantoux Test done at your own doctor's office.

o Students are responsible for keeping their Mantoux test results up to date. Upon the request of the school, students must provide a copy of a valid Mantoux test to the school to which they are assigned for any and all field placements.

- Criminal History Background
  o Many school districts are asking for candidates to be fingerprinted and have a criminal background check or hold a substitute teacher certification in order to be placed for any field experience. Any individual applying for a position in a public or private school in New Jersey will be required to undergo a criminal background check.
  o If a student is placed in a district that requires a criminal background check prior to the start of a field experience, the student will be notified of the procedure to follow.
  o Once notified, it becomes the student’s responsibility to comply with the requirement within identified timeframes. **Failure to do so may result in a denial of placement and removal from the corresponding courses.**

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

Teacher Candidate Responsibilities and Dispositions

Requirements DURING Clinical Practice Placements

o **Learn school/district policies for allowable contact with students**
  o Observe the classroom teacher and teachers in other subject areas
  o Consider P-12 student achievement as the primary goal of the placement
  o Be on time as directed by the expectations of your school!
  o Assume a full-time collaborative teaching load, usually by mid-semester (mid-quarter for Music, Art, Spanish, HPE)
  o Meet with collaborating teacher and supervisor for pre/post observation conferences
  o Fulfill written obligations for supervisor and university as prescribed by subject area
  o Participate in non-teaching school assignments, meetings, and/or other professional involvement
  o Dress professionally/appropriately for the setting (HPE students may wear athletic clothing)
Suggested Materials to Enhance Clinical Practice Experience

- School/District handbooks policies regarding student contact, discipline, and other expectations
- Map of the school and location/room numbers of: restrooms, media center, computer labs, teacher workrooms, classrooms, and specialty instruction areas
- Textbooks with teacher editions and curriculum guides w/NJ Core Curriculum Content Standards
- School, teaching, lunch and duty schedules
- Faculty and staff roster listing names, email addresses and position
- Class lists and seating charts (including student IEPs, 504s, special needs, health issues, etc.)
- Health and safety information and procedures for fire drill, evacuation, security, health emergency, medications, child abuse/neglect, and first aid
- Assessment procedures, sample report cards and progress reports
- Procedures/policies for communication with parents/administration/others and sample forms
- Student discipline policies/procedures with copies of forms, letters, etc. and your guidelines for sending students to the principal and how these responsibilities will be shared, transferred, and returned to the teacher
- Extracurricular opportunities
- Professional development opportunities
- Access to online and computer program used in the school, if possible

FAQs about the Clinical Practice Placement Process

Please go to this link for videos that answer the questions below:
http://www.rowan.edu/colleges/education/ofe/index.html

When can I expect to hear about my placement?
What are some preparation activities that I can do prior to my placement?
What are districts looking for in a teacher candidate?
The principal is asking me to schedule an interview. How do I prepare for that?
What is the Collaboration Teaching Model?

Collaborating Teacher Qualifications

Per NJAC 6A:9-10.3 District faculty assigned to supervise teacher candidates shall:
- Be approved by the principal and district office with input from the teacher candidate’s preparing institution of higher education;
- Have a minimum of three years of successful teaching experience, including one within the district;
- Possess a standard instructional certificate in the appropriate content area;
- Have appropriate certification that coincides with the area of instruction for which the candidate is being prepared; and
Be a full-time district faculty member with demonstrated expertise in the field of mentoring/supervision.

Collaborating Teacher Responsibilities

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

- District collaborating teachers shall provide continuous supervision and daily feedback in a collaborative approach to teaching and learning.
- Knowledge of the basic principles and best practices of working with teacher candidates and a willingness to prepare for this.
- Stated commitment to participating in the program as a professional responsibility.
- Demonstrated collaborative teaching proficiency through active membership and participation in relevant professional organizations at the state, regional, and national levels.
- Guide the candidate into collaborative discussions that focus on classroom student achievement by addressing data-based instructional decision-making methodologies.
- Build on candidate’s strengths. Teaching is both an art and a science and not quickly mastered in the first year of actual field experiences.
- Complete Mid-Term and Final Evaluation Rubrics with the university

Checklist in Preparation for the Initial Meeting with the Teacher Candidate

- Develop an agenda for your first meeting
  - Contact information
  - Goals, Expectations, Responsibilities (setting mutually agreed upon norms)
  - Feedback strategies
  - Meeting times
  - District policies regarding allowable contact with students (DOs and DONTs)
- Prepare materials that the teacher candidate will need to perform his/her responsibilities
- Plan to assist in setting up observations with other teachers/administrators in your school
- Ask the Teacher Candidate to provide a profile of his/her experiences
  - Previous field experiences (district, school, grade level, subject)
  - Courses taken in a particular area (e.g., child development, reading)
  - Substitute teaching experience
  - Strengths and skills that will help students learn
  - Candidates expectations
  - Previous work experience, hobbies and interests
- Organize your classroom so that the teacher candidate has a work place similar to you in location and area
- Share pertinent student information such as IEPs, 504s or other special needs
- Prepare the school community and your students for the arrival of the teacher candidate (See sample letters to students, parents, and colleagues)
- Plan for the candidate to lead small group activities with students on first day

Suggested Timeline for Teacher Candidates

(for guidance in sequencing & planning)

Semester Candidates (15 week programs)
• Week 1
  o Organize initial meeting for signing *Memorandum of Agreement*
  o Create a set of emergency plans
  o Assist the candidate in setting up observations with other teachers
  o Set up a daily communication journal (to be discussed after students are dismissed)
  o Provide opportunities for candidate-student interaction
  o Discuss strategies for effective collaboration
  o Send letters to students, parents and colleagues
  o Work with small groups of students as early as possible

• Week 2
  o Discuss opportunity for developing the Teacher Work Sample Methodology Unit
  o Plan to teach a small group or a short lesson
  o Discuss an area in which the candidate might take the lead in the lesson
  o Engage in reflective practice/ review communication journal

• Weeks 3-5
  o Continue to discuss Teacher Work Sample and/or Student Growth Objective(s)
  o By week 4, the candidate should take the lead in at least two content areas; the collaborative teacher may assist with the lesson
  o Engage in reflective practice/ review communication journal

• Weeks 6-8:
  o Key question: who leads and who follows in a two teacher approach?
    ▪ Candidate should teach in more content areas or sections as appropriate
    ▪ The teacher of record may occasionally teach lessons as determined by the collaborative team during planning sessions
  o Work on Teacher Work Sample and/or Student Growth Objective(s)
  o Complete Performance Evaluation Mid-term Assessment
  o Engage in reflective practice/ review communication journal

• Weeks 14-15
  o Candidate should have full responsibilities of a classroom teacher
  o Engage in reflective practice
  o Complete Performance Evaluation Final Assessment

**Suggested Timeline for Teacher Candidates**

**Quarter Candidates (9 week programs)**

• Week 1
  o Organize initial meeting for signing *Memorandum of Agreement*
  o Create a set of emergency plans
  o Assist the candidate in setting up observations with other teachers
  o Set up a daily communication journal (to be discussed after students are dismissed)
  o Provide opportunities for candidate-student interaction
  o Send letters to students, parents and colleagues

• Week 2
  o Discuss opportunity for developing the Teacher Work Sample Methodology Unit
  o Discuss an area in which the candidate might take the lead in the lesson
  o Engage in reflective practice/ review communication journal

• Weeks 3-4
  o Finalize project plans with student
  o Finalize unit plan with student
  o Candidate should take the lead in two content areas
• Ongoing planning, teaching, assessing and instructional decision-making
• Engage in reflective practice/review communication journal

• Weeks 5-7
  • Key question: who leads and who follows in a two teacher approach?
    ▪ Candidate should take the lead in more content areas,
    ▪ The teacher of record may occasionally resume the lead position, as determined by the collaborative team during planning sessions
  • Work on Teacher Work Sample and/or Student Growth Objective(s)
  • Discuss, plan and implement various co-teaching models as determined by classroom student needs
  • Candidate should experience being the lead teacher in all content areas
  • Engage in reflective practice/review communication journal

• Weeks 8-9 (Disbanding)
  • Collaborating teacher may begin to regain full teaching responsibilities
  • Engage in reflective practice
  • Complete Performance Evaluation Rubric and distribute for Quarter or Final Grade

*****NOTE: Second Quarter teachers may begin with the 3rd Week suggested timeline as students have already had a full quarter of teaching experience.

Helpful Tips for Last week of Clinical Practice
• Collect all textbooks and materials candidate borrowed
• Think about future relationships
• Assist candidate in closure and final good-bye to class (as age appropriate)
• Encourage candidate to write thank you letters to anyone in the building who was of assistance and university supervisor
• Acknowledge yourself for being a collaborating teacher this semester (or quarter)!!!!!

Substitute Teaching
• Students may not substitute teach in the district in which they are placed during any field placements. This includes the entire semester of the placement.

Professional Hours and Honorarium

<table>
<thead>
<tr>
<th>Field Experience</th>
<th>Professional Development Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice (Student Teaching) – full semester</td>
<td>16</td>
</tr>
<tr>
<td>Clinical Practice (Student Teaching) – one quarter</td>
<td>8</td>
</tr>
<tr>
<td>Clinical Practice (Student Teaching) Combined – Gen Ed</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Practice (Student Teaching) Combined – Special Ed</td>
<td>6</td>
</tr>
</tbody>
</table>

Honoraria are processed near the end of the placement and mailed directly to the collaborating teacher. PD Certificates are mailed to the principal. Thank you!!!
University Supervisor Qualifications

- Must have taught for at least three years in a public school setting
- Must have earned a valid teaching certificate. It is understood that the supervisor might be a retired teacher whose certification was issued from another state or has expired
- The teaching experience and certificate must have been in the same content area as the teacher candidate
- Must be available to visit eight times during a semester and be available to candidate, collaborating teacher, or university in case of emergency
- Must be trained in the Danielson Framework for Teaching.

University Supervisor Responsibilities – For Semester Candidates

- Plan and implement a pre and post conference for each formal observation (pre conference can be phone conference, Skype, video call, etc.).
- Visit every other week (minimum of 8 visits)
- Except for visits 1 (memorandum), 5 (mid-term evaluation) and 8 (final evaluation), every visit should include an observation of a full lesson (minimum of 5 full observations). Observation reports are electronically submitted to the Office of Field Experiences every two weeks
- Mid-term – 8th or 9th week: Conference with the Candidate, and Collaborating Teacher
- Complete Mid-term evaluation with all appropriate signatures or electronic approvals
- Final grade – 16th week: Conference with the Candidate and Collaborating Teacher
- Evaluate the Teacher Work Sample: see content program coordinator for details
- Anticipate and resolve problems early in the placement; administer and oversee Ten Day Plans, as needed; participate in termination hearings

University Supervisor Responsibilities – For Quarter Candidates

- Plan and implement a pre and post conference for each formal observation (pre conference can be phone conference, Skype, video call, etc.).
- Visit/contact candidate every week
- Except for first visit, every visit should include an observation of a full lesson (minimum of 3 full observations). Observation/evaluation reports are submitted to the Office of Field Experience every two weeks
- Mid-quarter – 4th or 5th week: Supervisor, Candidate, and Collaborating Teacher have conference
- Final – 8th week: Supervisor, Candidate, and Collaborating Teacher have conference and assign grade final grade after conference
- Anticipate and resolve problems early in the placement; administer and oversee Ten Day Plans, as needed; participate in termination hearings
Candidate Performance Assessments

Learner-Focused Conversations
Please refer to the Lipton and Wellman book identified below for specific functions and questions to use in each of the four stances. See your program coordinator if you need a copy. In learning-focused conversations, accomplished supervisors shift between four stances using questions that probe:

1. Calibrating: Asking and defining “What are the key areas to be addressed in your classroom?”
2. Consulting: Offer perspectives, options, strategies, resources, etc. to address key issues.


Suggestions for Pre-Observation Conference:
(via Skype, FaceTime, phone conference, face to face)

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

Suggestions for Post-Observation Conference:

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

## Clinical Practice/Internship Observation Form

**Candidate:**

**Supervisor:**

**School/District:**

**Collaborating Teacher:**

**Content Area & Grade Level:**

**Lesson Duration:**

**Observation #:** 1 2 3 4 5  Long or Short Observation (circle)

**Pre-Observation Date & Time:**

### Instructions: Provide formative ratings for the candidate on each of the indicators using the Performance Definitions in the Framework for Teaching rubric (The Danielson Group). For ratings of Distinguished (D), Unsatisfactory (U) or Not Observed (NO), a rationale must be included. For ratings of Unsatisfactory (U), clear recommendations for growth must be in the SUGGESTIONS section on page 2. Write a description of the lesson context including any extenuating circumstances. In the SUGGESTIONS section, indicate any specific suggestions that should be addressed prior to or during the next observation, which should include those related to ratings of NO.

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

Candidate: 
Program: 
District: 
School: 
Supervisor: 
Collaborating Teacher: 
Subject/Grade: 
Date: 
Midterm/Final (circle one) 

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

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>1a. Demonstrating knowledge of content and pedagogy.</td>
<td></td>
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<tr>
<td>1b. Demonstrating knowledge of students</td>
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<tr>
<td>1c. Setting instructional outcomes.</td>
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<tr>
<td>1d. Demonstrating knowledge of resources.</td>
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<tr>
<td>1e. Designing coherent instruction.</td>
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<tr>
<td>1f. Designing student assessments.</td>
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</table>

Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:

<table>
<thead>
<tr>
<th>Domain 2: Classroom Environment</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Creating an environment of respect and rapport</td>
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<tr>
<td>2b. Establishing a culture for learning</td>
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<tr>
<td>2c. Managing classroom procedures</td>
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<tr>
<td>2d. Managing student behavior</td>
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<tr>
<td>2e. Organizing physical space</td>
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</table>

Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Communicating with students.</td>
<td></td>
</tr>
<tr>
<td>3b. Questioning and discussion techniques</td>
<td></td>
</tr>
</tbody>
</table>
3c. Engaging students in learning
3d. Using assessment in instruction
3e. Demonstrating flexibility and responsiveness

Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Reflecting on teaching</td>
<td></td>
</tr>
<tr>
<td>4b. Maintaining accurate records</td>
<td></td>
</tr>
<tr>
<td>4c. Communicating with families</td>
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<td>4d. Participating in a professional community</td>
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<td>4e. Growing and developing professionally</td>
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<tr>
<td>4f. Showing professionalism</td>
<td></td>
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</tbody>
</table>

Recommendations for U or B ratings/Evidence for D or P Ratings/Additional Comments:

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

Additional Comments

Recommendation for Certification (TO BE FILLED OUT FOR FINAL EVALUATION ONLY)

The candidate (circle one) IS / IS NOT recommended for certification in ________________________________
(Certification area as per the NJDOE).

Supervisor’s Signature

Date

Collaborating Teacher’s Signature

Date

Candidate’s Signature

Date
An Introduction to edTPA

Purpose

The purpose of edTPA, a nationally available performance-based assessment, is to measure novice teachers’ readiness to teach. The assessment is designed with a focus on student learning and principles from research and theory. It is based on findings that successful teachers:

- develop knowledge of subject matter, content standards, and subject-specific pedagogy;
- develop and apply knowledge of varied students’ needs;
- consider research and theory about how students learn;
- reflect on and analyze evidence of the effects of instruction on student learning.

As a performance-based assessment, edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways.

Overview of the Assessment

edTPA was developed to allow preparation programs to support candidates using multiple approaches to teaching and learning. The design teams included educators with subject-specific expertise who used their subject-matter content and pedagogical standards to determine the types of teaching and learning edTPA handbooks would emphasize for their field. For all fields, the central focus of student learning must go beyond facts and skills to develop conceptual understandings and engage with content in meaningful ways. edTPA’s focus on deep, meaningful subject-matter learning for students; the importance of connecting instruction to students’ prior academic learning and lived experiences; and the emphasis on high-leverage pedagogical practices can be accomplished through a variety of instructional approaches.

edTPA Handbook

Please be sure to go to edTPA.com and download the edTPA Handbook (each content area will have a specific handbook, please confirm you have the correct one). You will need this for each and every step of the process as you complete the edTPA Tasks for your content area.
Issues Concerning Student Progress

The clinical practice semester is a professional capstone experience. As such, it is required of all Teacher Candidates to conduct themselves in a respectful, collegial, and professional manner at all times.

Teacher Candidates have responsibilities to complete all school-based work in a timely manner, with accuracy and completeness, including: prompt arrivals at school each day, meeting deadlines for work due, grading completed and entered, lesson plans developed and approved by collaborating teacher and then submitted to building principals each week, etc.

Teacher Candidates also have responsibilities to complete all Rowan-based work in a timely manner, with accuracy and completeness, including: attending all meetings, communicating with University Supervisor in a consistent fashion, creating and submitting all TWS elements into TK20, meeting all course requirements, etc.

Teacher Candidates must also demonstrate professional dispositions, including: respectful communication, timely appearances for school days, attendance at school functions (faculty meetings, parent conferences, in-services, etc.), professional dress, confidentiality with student concerns, etc.

When a serious concern or issue arises regarding the performance or progress of any Teacher Candidate (noted by the Collaborating Teacher, the University Supervisor, or another professional colleague (professor, building principal, lead teacher, etc.), it necessitates immediate action to intervene and assist. As soon as the University Supervisor becomes aware of a problem he/she will initiate an on-site conference with the Candidate and Collaborating Teacher. The building administrator and/or university department chair/asst. chair may be included. The problem will be defined and a written, remedial Ten Day Plan with a timeline will be developed in consultation with the Candidate, Collaborating Teacher, and University Supervisor. The University Supervisor will keep anecdotal records of progress or lack thereof.

It is the responsibility of the University Supervisor to alert all parties by email involved in the clinical practice partnership:
1) Teacher candidate
2) Building principal
3) Assistant Chair, Department of Interdisciplinary & Inclusive Education, Dr. Cori Brown

It is the responsibility of the Teacher Candidate to comply with ALL indicators within the Ten Day Plan, on each and every day of the Plan. Any infraction will result in immediate discontinuance.
## Ten Day Improvement Plan

Prior to the initiation and implementation of a Ten Day Plan the University Supervisor must discuss this with the Teacher Candidate and Collaborating Teacher.

Start Date: _______________  End Date: _______________

<table>
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<tr>
<th>Candidate: __________________________</th>
<th>Cooperating Teacher: __________________________</th>
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<th>Supervisor: __________________________</th>
<th>School: __________________________________________</th>
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This Ten Day Plan is designed with collaboration of the university supervisor, cooperating teacher, and the teacher candidate named above to improve his/her performance in the clinical practice experience. The plan is intended to assist said candidate in meeting standard(s)/indicator(s) of the *Charlotte Danielson Framework for Teacher Evaluation*. Teacher candidates must meet expectations of all indicators on each and every day of the plan. The Collaborating Teacher will maintain a daily feedback log on the Teacher Candidate's progress with each performance indicator of concern, review it with the Teacher Candidate, and send that log via e-mail to the Supervisor and Teacher Candidate. Failure to perform on any indicator will require a discontinuance from clinical practice.

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

<table>
<thead>
<tr>
<th>Danielson Framework Indicator</th>
<th>Description of Concern</th>
<th>Evidence of Improvement</th>
<th>Due Date(s)</th>
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Comments:

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

Teacher Candidate: __________________________ Date: __________________________

Collaborating Teacher: __________________________ Date: __________________________

University Supervisor: __________________________ Date: __________________________

This plan has been reviewed by:

The Student Progress Committee Chair __________________________ Date: __________

Department Chair (or designee) __________________________ Date: __________

(Signature) (Signature) (Signature)
## Sample of Performance and Evidence
### Ten Day Improvement Plan

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

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<th>Evidence of Improvement</th>
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<tbody>
<tr>
<td>2d – Managing Student Behavior</td>
<td>Does not consistently provide expectations of behavior and does not follow through with appropriate consequences.</td>
<td>Students know exactly what behavior is expected. Teacher posted behavioral expectations on bulletin board. Teacher has appropriate set of consequences for misbehavior.</td>
<td>Daily Jan 20-Feb 2, 2015</td>
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<td>1b – Knowledge of Students; 1d-Knowledge of Resources</td>
<td>Classroom instruction lacks understanding of developmental differences in students' learning needs.</td>
<td>Uses appropriate instructional strategies to meet the needs of individual learners.</td>
<td>Daily Jan 20-Feb 2, 2015</td>
</tr>
<tr>
<td>4b – Maintaining Accurate Records</td>
<td>Lesson plans not submitted on time.</td>
<td>All lesson plans submitted into system by 5pm each week.</td>
<td>Thursday, Jan 22 Thursday, Jan 29</td>
</tr>
<tr>
<td>3a – Communication with Students</td>
<td>Spoken and written English contains pronunciation and grammatical errors.</td>
<td>Models accurate spoken and written English.</td>
<td>Daily Jan 20-Feb 2, 2015</td>
</tr>
<tr>
<td>4f – Showing Professionalism</td>
<td>Does not consistently fulfill professional or other school responsibilities.</td>
<td>Meets all required school responsibilities including appropriate deadlines, written responsibilities, and assigned duties.</td>
<td>Daily Jan 20-Feb 2, 2015</td>
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Discontinuance of Clinical Practice Experience

Clinical Practice may be discontinued by the school district or the College of Education at Rowan University. In the event that this should happen, the following procedures will be followed.


1. If the problem cannot be remediated within 10 working days, a meeting will be held at the University with the supervisor, teacher candidate, Office of Field Experiences Director or designee, and the Chair of the Student Progress Committee. The supervisor will bring the following documents to the meeting:
   a) The Ten Day Plan with an explanation of why it was not successful
   b) all supervisor’s observations, evaluations, and records
   c) all collaborating teacher and district input

2. After reviewing all pertinent data and following a discussion of this data as well as other pertinent information with attendees, this group, in item 1 above, will make a recommendation for:
   a) discontinuance with remediation plan and future placement
   b) discontinuance without future placement

3. The department chair or co-chair, in consultation with the supervisor, will complete the Discontinuance of Clinical Practice Report, make copies for the candidate, supervisor and department, and forward the original to the Office of Field Experiences (OFE). If replacement of the candidate is to occur, the department will arrange for a consultation with the Office of Field Experiences Director to ensure that OFE plans collaboratively with the department and the student to effect a successful replacement. (See page 19).

4. Discontinuance by Partner School/District At any time before or during clinical practice, the school district can direct the University to remove a candidate from his/her assignment. For example, in an interview or meeting prior to the assignment, the district may determine that the teacher candidate would not make a positive contribution to the educational system in the district; or during the assignment, school authorities may feel that the teacher candidate is not living up to the responsibilities they expect. In either case, or for instances not specified, the University will comply with the district's request to remove a teacher candidate from a particular assignment. In several situations, the New Jersey Commissioner of Education has ruled that pre-service teaching is a privilege extended by local school districts to colleges and their students. Emphasis is placed on the fact that it is a privilege rather than a right for Rowan University students to be accommodated by a school for their clinical practice assignments. This privilege can be terminated at any time by the school district.

5. Discontinuance by Rowan University The authority of the University may also terminate clinical practice assignments. The College of Education, through the approved program of teacher certification, is entrusted with the responsibility to recommend for certification only those individuals who can show that they possess the competencies necessary for becoming a successful teacher. Pursuant to this obligation, university supervisors must make assessments concerning a teacher candidate's competence in the field through evaluative visits. If, during the clinical practice period, in the professional judgment of the University supervisor, and in consultation with the collaborating teacher, it is concluded that the teacher candidate does not demonstrate the appropriate knowledge, skills, and dispositions for becoming a successful teacher, the candidate may be removed from the assignment. In addition, failure to comply with any College of Education regulations concerning clinical practice as stated in this handbook may be cause for termination of the assignment.

6. Withdrawal by Teacher Candidate Candidates may withdraw from clinical practice for reasons of serious illness or other extenuating circumstance. Candidates must follow the same procedure for
withdrawal as in any other semester of University learning. A candidate who withdraws for personal reasons (family issues, illness, etc.) constitutes a special discontinuance and discontinuance forms must be completed through the Office of Field Experiences.

7. **Procedures to be Followed Regarding Discontinuance of Clinical Practice** In the event that immediate discontinuance is requested by the school district or if the University has determined that continuation of clinical practice for even a short period would be harmful to the students, school district or University, the teacher candidate will immediately be removed from the assignment with a follow-up meeting at the University within three (3) working days.

8. **Discontinuance up to Mid-Semester** If discontinuance is to occur and reassignment for the current semester is not recommended, the teacher candidate will initiate and sign a "Withdrawal from Course Request" form, available from the Registrar's Office. Upon receipt of this form, the Registrar will enter a "W" on the student's transcript. The withdraw notation of "W" is not a grade.

9. **Discontinuance after Mid-Semester** The withdrawal process will follow the policies and procedures of the University as outlined in the Student Handbook. A withdrawal after mid-semester will result in the notation of "WF" (withdrawal with academic failure). The notation of "WF", although not considered a grade, will be entered on the candidate's transcript. Candidates must also withdraw from Seminar and Teaching of Students with Cultural and Linguistic Diversity at point of discontinuance.

10. **Reapplication for Clinical Practice** The candidate may reapply for clinical practice within three semesters after all suggestions for remediation have been met. The application must be presented to the appropriate department by the third semester after withdrawal. With permission from his/her department, the candidate will reenroll in clinical practice and pay all tuition and fees as listed.

11. Discontinuances will affect student loan status. Candidates are urged to consult with financial aid.
# CLINICAL PRACTICE DISCONTINUANCE REPORT

<table>
<thead>
<tr>
<th>Candidate's Name</th>
<th>ID #</th>
<th>Today's Date</th>
<th>Content Area</th>
<th>Quarter/Semester:</th>
<th>University Supervisor</th>
<th>TOSD Candidate</th>
<th>District</th>
<th>School</th>
<th>Collaborating Teacher(s)</th>
<th>Contact Administrator (if applicable)</th>
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<tr>
<th>Date of Discontinuance</th>
<th>Education Advisor</th>
<th>TOSD Advisor (if applicable)</th>
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Reason for Discontinuance (additional pages if needed):

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

Supporting documentation attached? YES NO

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

**TOSD Candidates must meet with the TOSD Advisor to submit new TOSD Clinical Practice Application!**

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## ACTION PLAN

[ ] Clinical Practice is recommended to be repeated at ____current placement ____new placement.

[ ] A repeat of Clinical Practice is NOT recommended.

[ ] Clinical Practice is recommended to be repeated after remediation. Recommendations for remediation and successful placement include the following:

- Task/s to be completed by candidate:
- Documentation to be provided of task completion:
  (All documentation must be submitted to the Department Secretary in the appropriate department.)
- By (date):

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<th>Teacher Candidate</th>
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<th>Supervisor's Signature</th>
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<th>Student Progress Committee Chair’s Signature</th>
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<th>Director of Field Experiences</th>
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## ATTACHMENTS (For Office of Field Experiences Copy Only)

[ ] Copies of all completed observation reports from university supervisor

[ ] Copies of all completed observation reports from cooperating teacher

[ ] Remediation plan for the student

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1 Discontinuances are removals from current clinical practice placement. Candidates may, if recommended, repeat clinical practice once, as long as remediation plans have been met and documented.

2 Withdrawal from Clinical Practice for any reason may affect student financial aid.
Frequently Asked Questions for the Collaborating Teacher(s)

Q: Which calendar do I follow?
A: Follow the University’s calendar for beginning and ending dates of clinical practice. Follow the collaborating teacher’s calendar for all other events for the duration of the placement.

Q: What happens if a candidate is sick or has a transportation emergency?
A: Candidate should contact the supervisor and collaborating teacher the night before, if possible, or as early as possible the day that candidate is calling out.

Q: Who gives the final grade to the candidate?
A: The Rowan supervisor assigns the final grade with input from the collaborating teacher.

Q: How often does the supervisor visit the candidate?
A: Supervisors visit every two weeks with a minimum of 8 visits with 5 formal observations/evaluations for semester candidates; and supervisors visit every two weeks with a minimum of 4 visits and 3 formal observations/evaluations for quarter candidates.

Q: Where might we collect evidence of meeting BASIC expectations?
A: Evidence could come from:
- Lesson and unit plans
- Classroom observations
- Candidate-made materials and notebook
- Samples of technology created/used for instruction or communication with parents
- Assessment data
- Samples of student work
- Teacher Work Sample (TWS)
- Notes from observations, conversations, interviews, and research
- Reflective journals

Q: What might evidence of collaboration, community and partnerships look like?
A: Working with collaborating teachers, candidates might:
- Write letters to families (e.g., introductions, new units, explanations of instruction, suggestions for family activities to support instruction)
- Send home weekly newsletters
- Make phone calls (Keep a detailed log!)
- Establish and maintain a website for families
- Implement dialogue journals with families
- Attend after-school functions
- Participate in family (Math, Literacy, Science, etc.) nights
- Invite guest speakers
- Hold family visitation days
- Bring families into classes as resources
- Integrate community resources into lessons

Thank You!