

SCHOOL OF EDUCATION



CALDWELL
UNIVERSITY

FIELD EXPERIENCE

Handbook

CLINICAL EXPERIENCE

CLINICAL PRACTICE

This Handbook is used for students in Clinical Experience (Instructional Design I, II) and Clinical Practice courses.

The book is self-explanatory and all examples of forms and letters used during your experience in the Education Division are critiqued for your benefit.

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FIELD EXPERIENCE HANDBOOK

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CALDWELL UNIVERSITY MISSION STATEMENT

Founded in 1939 by the Sisters of Saint Dominic, Caldwell University promotes intellectual, spiritual and aesthetic growth to a diverse population and welcomes all cultures and faith traditions.

Inspired by St. Dominic de Guzman and our Catholic heritage, we transform students' lives by preparing them through the liberal arts and professional studies to think critically, pursue truth, and contribute to a just society.

CALDWELL UNIVERSITY SCHOOL OF EDUCATION

The Caldwell University School of Education at the undergraduate level offers a B.A. degree in Elementary Education (K-6 certificate), a B.A. in a subject specific Secondary Education (K-12 Certificate), a Teacher of Preschool through Grade Three (PreK-3) endorsement, a Teacher of Students with Disabilities (TOSD) endorsement, and a Middle School endorsement. Certification programs are offered in early childhood education (preschool through grade three endorsement), elementary education (kindergarten through grade six), middle school education in the areas of English, Mathematics, Science and Social Studies (grade five through grade eight endorsement), and certification K-12 in Art, Biology, English, Mathematics, Music, Physical Science, Social Studies, and Spanish. A 5-Year combined B.A. or B.S. in Content Area/M.S. in Curriculum & Instruction is also offered. At the graduate level, the Education Division offers an M.A. in Curriculum & Instruction, an M.A. in Educational Administration, an M.A. in Literacy Instruction, an M.A. in Special Education, a Post-Master's LDT-C Certification program, a Post-Master's Principal's certification program, a Post-Master's Supervisor Certification Program, a Special Education Certification program, and Post-Baccalaureate Teacher Certification program.

A program is available to registered nurses who wish to obtain School Nurse certification, and a School Nurse Non-Instructional certification program is also available.

EDUCATE AND INFORM ALL OF THE PEOPLE, FOR THEY ARE THE SOURCE OF OUR STRENGTH AND OUR FREEDOM

Thomas Jefferson

CALDWELL UNIVERSITY
School of Education

Statement of Philosophy

The School of Education at Caldwell University recognizes the importance of offering a high quality comprehensive professional experience in elementary and secondary schooling for students completing their pre-service in education. Recognizing that a well-prepared teacher for the education of students is essential for maintaining the needs of this democratic society, we believe that our program should guarantee a learning environment in which children are intelligent in many ways. Teachers need multiple experiences, interacting with one another in order to achieve genuine understanding and excellence. Creating an environment that nurtures their unique talents and creativity, an environment that understands, respects, nurtures, and incorporates a diversity of experiences into the learning process, and an environment that is safe and respectful will cultivate a student's commitment to enduring habits of lifelong learning. Children have the potential to learn rigorous content when teachers incorporate high standards into their programs.

We believe that teaching and learning comprise a holistic process that builds concepts on prior knowledge and relates new learning to the strengths, experiences, environments, and communities of each student; thus, the process of teaching must be dynamic, relevant, ongoing, engaging, and participatory. Teaching demands that teachers integrate their knowledge of subjects, students, the community, and the curriculum in a safe, educationally rich, generous, and nurturing environment. Our program seeks to prepare teachers who model reflective, innovative strategies, thereby creating enthusiasm for lifelong learning. Our program is established to encourage pre-service teachers to respond to the needs of the individual learner with commitment, knowledge, and reflection.

We recognize that a teacher's continuing professional development is an evolving process beginning with teacher training and continuing through the course of an entire career. Professional teachers are responsible for collegial interactions and the planning, pursuit, and acceptance of the complexity of teaching and learning. The faculty of the Caldwell University School of Education takes great pride in preparing teachers to be leaders in their chosen fields, to be productive, to be compassionate, and to be respectful of the dignity and diversity of all people.

ACKNOWLEDGEMENT

Both the School of Education of Caldwell University and the pre-service teacher recognize the valuable contribution made by the cooperating school and the Cooperating Teacher in making possible this phase of the professional education of a prospective teacher. Both are appreciative of, and grateful for, this invaluable assistance.

POLICIES, RESPONSIBILITIES, AND GUIDELINES

Legal Liabilities and Insurance

The Clinical Intern, during his/her internship, is legally protected by New Jersey statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher.

Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; provided that

a. no employee shall be entitled to be held harmless or have his defense costs defrayed in a disciplinary proceeding instituted against him by the board or when the employee is appealing an action taken by the board; and

b. indemnification for exemplary or punitive damages shall not be mandated and shall be governed by the standards and procedures set forth in N.J.S.59:10-4.

Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses. (*Source: New Jersey State Law Title 18A:16-6 – Indemnity of officers and employees against action, proceeding; exceptions.*)

Relatives

Clinical interns are not to complete field hour requirements in a building where a relative is employed or in a district where there is a relative in an administrative position. Any requests for an exception must be presented to the Director of Field Based Education and approved by the Dean of the School of Education.

Substitute Policy

Caldwell University does not permit a Clinical Intern to be used as a substitute teacher, with or without compensation, while completing his/her professional internship. When a Cooperating Teacher is absent, it is expected that the school/district will hire a substitute teacher.

Job Action/Strike

If during the period of clinical practice, a cooperating school district experiences a dispute, conflict, job action, and/or strike, the professional intern should observe the following policy:

1. As soon as the action is in progress, the Clinical Intern is to telephone the University Supervisor and the Caldwell University Department of Education.
2. The Clinical Intern is not to cross the picket lines or in any way participate in a job action.

Reporting Child Abuse in New Jersey

As a Clinical Intern or Student Intern, you are advised to consult with your Cooperating Teacher and Caldwell University Supervisor as soon as possible.

Assigned School's Calendar and Schedule

A Clinical Intern is required to be in the school and under direct supervision for the designated period of time and for the preparatory periods before and after school. The Clinical Intern is to follow the Cooperating Teacher's daily schedule, arriving and leaving when the Cooperating Teacher arrives and leaves, unless the Clinical Intern has a scheduled class at Caldwell University. He/she will observe vacation and holidays of the school district to which he/she is assigned. If on vacation from assigned school, a Clinical Intern is still expected to attend Caldwell University classes as scheduled.

Attendance

Professional interns have an obligation to be consistently present and punctual. Clinical Interns should be in their assigned school at the time designated by their Cooperating Teacher and Principal. For the semester, they should remain at the school for the time duration as specified by the Caldwell University School of Education.

The Clinical Intern is expected to be present for all assigned days of the school term. No absences will be allowed except for illness or death in the immediate family. If absence is necessary, the Clinical Intern is to make three (3) calls to notify: (1) the assigned school (Cooperating Teacher); (2) the University Supervisor; (3) Caldwell University Director of Field Experience (973-618-3629) who will determine how the Clinical Intern may make up the work. The day(s) missed must be made up at the end of the semester by extending your placement by the number of days missed.

Regarding university related activities, all Clinical Interns are mandated to attend any orientation meetings and/or other conferences, workshops, and seminars scheduled by the Department.

Inclement Weather

A Clinical Intern's responsibilities for attendance are the same as those of the professional classroom teacher. On days when the weather is questionable, the Clinical Intern should listen to the local radio stations to find out about possible school closings. Announcements are available on the radio stations by 6:00 A.M. It is advisable that Clinical Interns confirm that they are on their Cooperating Teacher's Call List.

Extended Absence of Cooperating Teacher

In the event that the Cooperating Teacher is unable to perform the supervisory function for any extended period of time, the professional intern may be reassigned. The Principal, University Supervisor, and the Caldwell University Director of Field Experience will determine a reassignment in the same school or another appropriate setting.

Dress Code

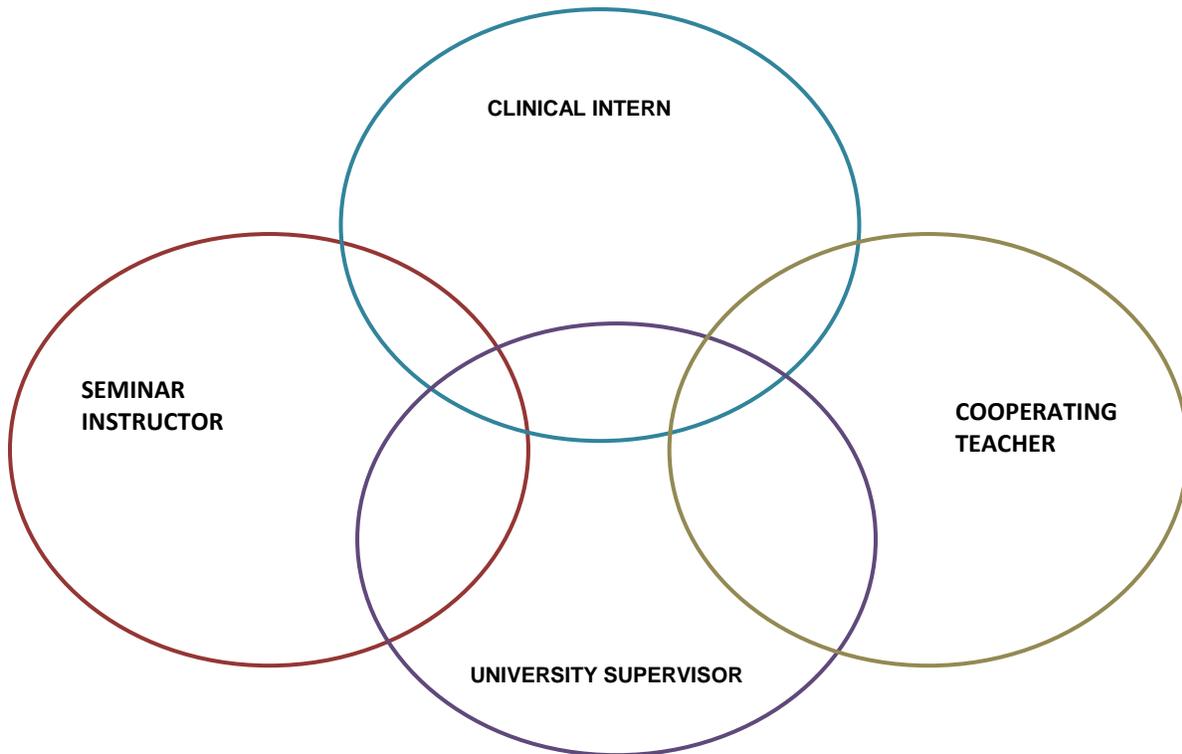
A Clinical Intern should dress according to the professional standards established by the teachers and the district. Jeans and midriff baring shirts are not appropriate for teaching situations.

Mantoux (Tuberculin) Testing and Fingerprinting

Clinical Interns are advised to follow the assigned school district's policy for the Mantoux Test and for fingerprinting. **Fingerprinting must be completed the semester before your clinical practice.**

KEY INTERACTIONS IN FIELD EXPERIENCE

Joint analysis, assessment, evaluation and reflection are key points in all four areas of expertise.





Dear Clinical Intern:

Welcome! Becoming a teacher is an exciting and challenging experience. It assumes a commitment to quality instruction in order to educate all children. If your clinical practice is to be productive, then you need learn something about teaching, about yourself, about learners, about your subject matter, and about the setting in which teaching occurs. Your clinical practice will challenge you to new ways of thinking. Becoming a successful teacher requires teamwork among several key education professionals: you, the teacher candidate, your Cooperating Teacher, your University Supervisor, and your Seminar Instructor.

The process of becoming a successful teacher from Caldwell University involves many critical experiences. This handbook addresses two of them: Instructional Design I and II (ED 448/449) or for Post Bac students ED 520 Professional Skills, followed by the clinical practice experience (ED 470). Teaching is a remarkable opportunity and an awesome responsibility. It is difficult to transmit the extent of your influence as a teacher. You are about to enter a valuable profession that will require integrity, knowledge, talent, patience, humor, and energy. You are encouraged to become an integral part of your classroom and school community so that you are totally involved in the process of education. Use all opportunities as a challenge for growth, development, and joy.

This handbook is meant to be a resource guide for you and your colleagues. Use, adapt, and extend the suggestions in this handbook to guide you in your role as a professional and to develop your own strengths and professional interests.

If there are any questions or concerns that you may have, you should communicate these with your University Supervisor, your Cooperating Teacher, your Seminar Instructor, and/or the Caldwell University School of Education.

Sincerely,

CALDWELL UNIVERSITY SCHOOL OF EDUCATION



Dear Cooperating Teacher and University Supervisor:

Our education students are about to embark upon a professional experience that requires your guidance, assistance, and cooperation in transmitting to him/her those skills and strategies of teaching that you have achieved through years of dedicated service to the teaching profession. We are all about to begin a new semester counseling, directing, supporting, and advising our Clinical Interns as they attempt to integrate theory and practice. For this reason, we suggest that what you and your Clinical Intern decide to do should depend on the nature and needs of the student population, the school district's expectations, and the strengths and competencies of both you and your Clinical Intern. A Clinical Intern's personal attributes and abilities will often determine the pace at which he/she participates in the complete teaching experience.

When you are assigned a Clinical Intern, please note that each is a professional apprentice. Apprentices learn by modeling strategies in an environment in which they are mentored, supported, supervised, encouraged, counseled, and provided with valuable feedback. The four interacting spheres of Clinical Intern, Cooperating Teacher, University Supervisor, and Classroom Professor all seek to provide an environment for this clinical experience where the best existing research, theory, and practice combine to implement a broad set of education goals including the New Jersey Student Learning Standards and the New Jersey Professional Standards for Teachers.

This handbook should answer most of your questions relating to the experience. Our philosophy, performance objectives, guidelines, suggestions, evaluation forms, and other materials are included in this handbook. Please review them carefully. If there are any questions or concerns, the Cooperating Teacher and the University Supervisor should communicate with one another and/or contact the Office of Field Placement (973-618-3629).

Thank you for your interest and willingness to support our teacher education programs. Our programs are highly dependent on your expertise and commitment to Caldwell University and the preparation of our future teachers.

Sincerely,

CALDWELL UNIVERSITY SCHOOL OF EDUCATION

CHECKLIST FOR A COOPERATING TEACHER OF A CLINICAL INTERN

The following checklist is a partial summary of required and recommended responsibilities involving the Cooperating Teacher's role in the professional internship experience.

- Have an initial conference with the Clinical Intern at the start of the semester
- Have an initial conference with the Clinical Intern's University Supervisor
- Share class routines, procedures, student assessments, special needs
- Orient Clinical Intern to building and facilities
- Introduce Clinical Intern to staff, class, schedule, school policies, and procedures
- Introduce and review district curriculum guide(s) and New Jersey Student Learning Standards specific to grade/subject level
- Provide personal work space (desk, etc.) within classroom
- Sequence responsibilities so that the Clinical Intern becomes gradually involved with:
 - a. observation
 - b. individual students
 - c. small groups
 - d. total class

- Consult Suggested Timeline for Clinical Interns (included in Handbook)
- Consult New Jersey Professional Standards for Teachers (see Appendix)
- Provide/suggest varied opportunities for Clinical Intern to attend or participate in:
 - a. board meetings
 - b. parent conferences
 - c. visitations to other classrooms for the purpose of observation
 - d. bulletin board preparation
 - e. videotaped lessons
 - f. extra-curricular/after school activities and functions
 - g. professional development seminars and workshops
 - h. Child Study Team referral process
 - i. field trips

- Provide a model of effective teaching
- Require the Clinical Intern to create lesson plans (cooperatively and then independently)
- Review plans and make suggestions, as needed
- Keep Clinical Intern aware of problem areas and document any concerns as soon as possible
- Identify Clinical Intern's strengths
- Record all absences and tardiness
- Include Clinical Intern in calling list for school closure
- Provide Clinical Intern with all the necessary texts, manuals, and materials
- Provide Clinical Intern with opportunities to execute teaching strategies they have learned in their education classes
- Plan for regular professional development conferences with the Clinical Intern:
 - a. offer reinforcement and encouragement
 - b. provide constructive criticism: model suggested changes
 - c. encourage Clinical Intern to reflect on lessons (yours and his/hers) in order to become self-directed and to encourage self-assessment
 - d. consider the following topics for discussions: lesson planning; teaching strategies; classroom management techniques; student concerns; record keeping; evaluation forms; pupil assessment (informal, formal, standardized)

- Four (4) feedback observation reports should be submitted to the University Supervisor at regular intervals according to the following schedule:
 - Report 1: due by the 4th week of Clinical Intern's assignment
 - Report 2: due by the 8th week of Clinical Intern's assignment
 - Report 3: due by the 12th week of Clinical Intern's assignment
 - Report 4: due by the final week of Clinical Intern's assignment
- **Three of the four observations should be done in concert with the cooperating teacher.** This is done to ensure that the cooperating supervisor is on the same page regarding the candidate's progress.
- A summative report is submitted, online, at the mid-term and at the end of the experience.
- Review your evaluations with the Clinical Intern before you submit them to the University Supervisor.

WHAT CLINICAL INTERNS APPRECIATE

A Cooperating Teacher who:

- makes the Clinical Intern feel welcome and comfortable in the school.
- is available and willing to respond to questions and concerns of the Clinical Intern
- gives timely formal and informal feedback to the Clinical Intern on lessons, management, planning, style, and other components of the teaching process
- identifies topics or areas on which the Clinical Intern is to focus during the day
- encourages the Clinical Intern to try his/her own ideas and to take risks so as to develop his/her own identity and style
- demonstrates a variety of teaching strategies and instructional skills
- takes the Clinical Intern to faculty meetings, committee meetings, team meetings, and professional development sessions, when appropriate
- helps the Clinical Intern think about and assess personal management style and its effectiveness
- displays an interest in the future plans of the Clinical Intern
- familiarizes the Clinical Intern with a variety of diagnostic and assessment tools
- shares grading procedures and practices and school/district grading policies
- includes the Clinical Intern in parent conferences or child-study meetings, when appropriate
- assists the Clinical Intern in planning, writing, and administering teacher-made materials and student assessment techniques (tests, portfolios, journals, etc)
- shares the pleasures and satisfactions of teaching while acknowledging the responsibilities
- models effective communication with colleagues, parents, and the community
- models respect for individual and cultural differences
- builds self-confidence by commending lesson plans, strategies, choice of materials, chosen assessments, classroom climate, and management skills
- suggests and models alternate procedures and strategies, task analyses, and presentation techniques

PHASES OF THE CLINICAL PRACTICE EXPERIENCE:
SUGGESTED TIMELINE FOR CLINICAL INTERNS

FIRST WEEK

The objective of the student should be one of developing familiarity with the administrative and curricular aspect of the classroom routine. These suggestions are to be considered to be part of an ongoing process throughout the semester:

- keep classroom attendance
- learn the names of all of the students
- become familiar with the physical plant
- become familiar with the administrative organization within the school and the district
- know the school rules and regulations
- keep a copy of the calendar of events
- increase familiarity with classroom instructional materials and resources and the storage thereof
- observe classroom management procedures
- become familiar with records, reports, and grading criteria
- be able to identify appropriate formal and informal student evaluations and assessments that are in place
- participate in teacher workshops when appropriate
- participate in planning field trips and parties
- provide University Supervisor with a copy of class schedule (included in Handbook)
- become familiar with NJ INTASC Standards (see Handbook Appendix)
- recognize New Jersey Core Curriculum Content Standards (NJCCCS) in planning
- assist with bulletin boards

SECOND AND THIRD WEEKS

Part Time Instruction

- lesson plans developed jointly between Clinical Intern and Cooperating Teacher
- team teaching
- small group instruction
- direct interaction with students
- grading papers
- observation and participation (when appropriate) in the Child Study Team referral process
- implementation of multiple teaching strategies
- use of recognized Instructional Models
- create bulletin boards

FOURTH THROUGH SEVENTH WEEKS:

Increased participation in all aspects of the teaching process:

- small group instruction
- individualized instruction
- large group instruction

- cooperative and independent development of lesson plans
- cooperative and independent choice of instructional materials, evaluation, and assessments
- adaptation of lessons to varied ability levels using levels incorporating theories of multiple intelligences and applying techniques for the differentiation of instruction
- evidence of application of Bloom's Taxonomy
- written daily lesson plans at correct level(s) of difficulty

AFTER SEVENTH WEEK

- Clinical Intern should be teaching approximately 100% of the total instructional day, under the supervision of Cooperating Teacher
- maintain, practice, and refine all of the components of the previous weeks

CALDWELL UNIVERSITY SCHOOL OF EDUCATION
CLINICAL INTERN ASSIGNMENT

Please prepare this in triplicate giving one (1) copy to the University Supervisor, one (1) to the Cooperating Teacher, and one (1) for your files.

CLINICAL INTERN _____
First Name Last Name

ADDRESS _____
and Street Apartment

Town State Zip Code

TELEPHONE (home) _____ (work) _____ (cell) _____
Area Code Area code Area Code

DORM ROOM _____ TELEPHONE _____

E-MAIL ADDRESS _____

SCHOOL ASSIGNMENT _____
Name of School Telephone #

Address Town State Zip Code

PRINCIPAL _____

COOPERATING TEACHER _____

GRADE(S) OR DEPARTMENT(S) AND SUBJECTS TO WHICH ASSIGNED

ASSIGNMENT SCHEDULE

TIME	PERIOD	SUBJECT & GRADE	ROOM	TEACHER
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			

If class meets fewer than five (5) days per week, please indicate

UNIVERSITY SUPERVISOR INFORMATION FOR CLINICAL INTERN OBSERVATIONS

The University Supervisor is responsible for the on-site supervision of the activities of the Caldwell University Students who are assigned to both the public and private schools or agencies of New Jersey. The University Supervisor is expected to keep the Director of Field Experience fully informed concerning the Clinical Intern's performance and the progress of the clinical practice program (ED 470). It is the responsibility of the University Supervisor to ensure that the Clinical Intern gets as comprehensive an experience as possible during this full semester of clinical practice. While the primary responsibilities are to encourage, support, observe, evaluate, and guide the Clinical Intern, the University Supervisors need to ensure that the experience is developmentally sound, rigorous, and intellectual, based on current educational standards and research. Please take a multi-faceted approach to your assignment and be sure that you are using a developmental approach, as opposed to exclusive supervision. You are looking for observable growth in the Clinical Intern's confidence, demeanor, initiative, instructional competence, short and long-range planning skills, student motivation, management techniques, diagnostic skills, classroom management responsibilities, and the attempted engagement of all of the students. With you as a resource, the professional growth of the Clinical Intern will be greatly facilitated and enhanced.

In addition, the Supervisor acts as a liaison and facilitator for the Caldwell University Department of Education, the host school or agency, the Cooperating Teacher, and the Clinical Intern. Many suggested activities from which a Clinical Intern profits are addressed in this handbook. For the Clinical Intern to become actively and comprehensively involved, you might recommend to the Cooperating Teacher, Principal, and/or Department Chair that they try to provide many of the suggested experiences for each Clinical Intern. Please emphasize with each Cooperating Teacher that there need be a great deal of communication and joint planning between Clinical Intern and Cooperating Teacher.

By the end of the 7th week of clinical practice, each professional intern should be teaching full time. During this 15 week teaching period, you will be required to submit 6 feedback observation evaluations three of which are done in concert with the cooperating teacher, a mid-term and final evaluation which is of a summative and narrative in nature. The Clinical Intern also needs to self-evaluate at the midpoint and end of the experience using a summative form. The cooperating teacher needs to fill out 4 feedbacks and a mid-term and final summative. Hold all of your Clinical Intern Evaluation Reports and those of the Cooperating Teacher(s) and submit them to the Director of Field Experience during the final week of the clinical practice period. In addition to the 6 observation, which should include a pre and post conference, there should be a summative conference followed by a conference for feedback, discussion, and analysis. You will begin each field placement with an initial visit to the Principal of the school as well as to the Cooperating Teaching and Clinical Intern. These visits are an effort to assure a successful working relationship and to insure that all of the necessary components are in place. During this 1st visit you do not observe the Clinical Intern teaching a lesson, and no written evaluation is necessary. This initial visit might be an appropriate time for the College Supervisor, the Cooperating Teacher, and the Clinical Intern to review this handbook. It should be scheduled during the first two (2) weeks of the field experience. It is an introductory visit.

Sample copies of Clinical Intern Evaluation Forms are found in the Appendix of this publication. For the final visit, the College Supervisor shall generate a Narrative Summation representing the Clinical Intern's performance that is more detailed, cumulative, and reflective of specific criteria that addresses the NJPTS Standards (NJ Professional Teaching Standards). It is advisable that you are familiar with this content and that you also encourage your Clinical Interns and their Cooperating Teachers to familiarize themselves with this content. A copy of the NJPTS Standards for Beginning Teacher Licensing and Development can be found in the Appendix of this Handbook.

At each visit to the Clinical Intern, the Caldwell University Supervisor should consider these essential procedures:

- Plan visits at various times in the day so that you will see a variety of subjects/sections.
- Upon arrival, notify the Principal's office that you are in the building
- Plan to observe at a time that you are able to confer with the Clinical Intern immediately before and after the observation and, when appropriate, you might include the Cooperating Teacher in part of the post observation conference to discuss performance and other issues. Everyone is to get copies of signed feedback forms.
- Obtain four (4) feedback reports from the Cooperating Teacher at dates specified in the accompanying Cooperating Teacher Checklist and the 2 summative reports.
- Familiarize yourself with the Cooperating Teacher's and the Clinical Intern's checklists, the suggested timelines, attendance procedures, and required and recommended responsibilities of each individual.
- Consider Bloom's Taxonomy and the Caldwell University Instructional Design Model when you are observing and evaluating.
- Focus on critical issues such as questioning techniques, teaching strategies, classroom management, knowledge base, diagnostic skills, prescriptive skills, the differentiation of learning concepts, teaching to the correct level of difficulty, multiplicity of resources, technological and/or visual aids used, and other elements directed at documenting the Caldwell University Evaluation Form
- Follow the observation method used in the supervisor training classes.
- When you enter the room, the Clinical Intern should provide you with a lesson plan and the appropriate materials being used with the students for the lesson.
- Take notes and gather adequate data for a fair and comprehensive evaluation of the Clinical Intern in order to encourage dialogue and the Clinical Intern's ongoing self-evaluation and assessment.
- Attendance at the initial Orientation, mid-semester Symposium for University Supervisors and the Final Recognition Reception is important and mandatory.

APPENDIX

NJ PROFESSIONAL STANDARDS FOR TEACHERS

POLICY FOR MILEAGE REIMBURSEMENT FOR UNIVERSITY SUPERVISORS

LESSON PLAN FORMAT AND RUBRIC

LESSON PLAN EVALUATION RUBRIC

GLOSSARY OF TERMS

CALDWELL SUPERVISOR ASSESSMENT

New Jersey Professional Standards for Teachers.
(New Jersey Administrative Code 6A:9-3.3--- Professional Standards for Teachers)

Standard #1: Learner Development

The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

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

Standard # 3: Learning Environment

The teacher works with others (learners, families and colleagues) to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: 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.

Standard #8: 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

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

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

Standard #11: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.



POLICY FOR MILEAGE REIMBURSEMENT FOR UNIVERSITY SUPERVISORS

As of September 1, 2003, the following policy went into effect regarding mileage reimbursement for university supervisors of students being monitored and visited in their field work assignment:

University supervisors will not be given additional mileage reimbursement if they travel 50 miles or less round trip to a field site. Any visitation to a field site in excess of 50 miles round trip will be reimbursed additionally as follows: for every four (4) visits each beyond 50 miles round trip, the University Supervisor will receive one (1) extra visitation payment.

CALDWELL UNIVERSITY SCHOOL OF EDUCATION

LESSON PLAN FORMAT AND RUBRIC

Implementing the Caldwell University as a rubric for the elements of a successful lesson will increase the probability of student learning. The decision on which elements to include and their sequence within the lesson remains with the teacher, based on the stated learning objective; however, all of the components should be in evidence for lessons. While Clinical Interns are encouraged to follow the lesson plan format of the Cooperating Teacher, it is essential to recognize the importance of addressing and integrating our elements of the Caldwell University model.

Lesson Plan

Teacher: _____ Grade: _____ Date: _____

Day: _____ Subject: _____ Time: _____

Identify Learning Segment (Unit Plan):

New Jersey Student Learning Standards (NJSLS):

Central Focus:

Learning Target (Objective):

Academic Language:

Language Function:

Bloom's Taxonomy Level:

Language Demands:

Syntax:

Vocabulary:

Discourse:

Language Support:

Children with Special Learning Needs		
Learning Needs	Number of Children	Supports, Accommodations, Modifications

Instructional Strategies:
<p>Opening:</p> <p>Presentation:</p> <p>Guided Practice:</p> <p>Closure:</p>

Assessment:
<p>Formative:</p> <p>Individual Measurability:</p> <p>Summative:</p> <p>Academic Language:</p>

Planned Support/Differentiation:

Content:

Process:

Product:

Technology:

LESSON PLAN EVALUATION RUBRIC

	Not Evident	Partially Proficient	Proficient	Advanced Proficient
OBJECTIVE * Statement of Objective(s) (Know, Understand, be able to do) * CCCS Alignment * Cognitive Level of Lesson (Refer to Bloom’s Taxonomy)	Objective(s) not stated (0) No alignment or inaccurate alignment with CCCS (0) Cognitive Level of Lesson not stated or cannot be determined (0)	Objective(s) stated but no reference to what the students will know and be able to do (2) Alignment with CCCS partially accurate and/or incomplete(1) Cognitive Level of Lesson not appropriate and/or not linked to Objective(s) (1)	Objective(s) stated with reference to what the students will know and be able to do (4) Alignment with CCCS accurate (2) Cognitive Level of Lesson appropriate and linked to stated Objective(s) (2)	Objective(s) clearly stated with reference to what the students will know and will be able to do and how they will demonstrate what they know and are able to do, and under what circumstances the learning will take place(6) Alignment with CCCS accurate and reflects more than one content area (3) Cognitive Level of Lesson appropriate, linked to Objective(s) and refers to what students will know, understand, and be able to do (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
INSTRUCTIONAL STRATEGIES * Opening (Purpose Setting, Anticipatory Set, Assessment of Background Knowledge with anticipated responses, Review) * Presentation (Input, Modeling, Checking for Understanding) * Guided Practice * Closure (with anticipated responses)	No evidence of Opening elements (0) No evidence of Input, Modeling or Checking for Understanding (0) No evidence of Guided Practice (0) No evidence of closure (0)	Evidence of at least one Opening element (1) Evidence of Input or Modeling or Checking for Understanding (2) Practice provided but no guidance by teacher (2) Closure only provides summary of major points (1)	Evidence of at least two opening elements (2) Evidence of at least two presentation elements (4) Guided Practice provided (4) Closure provides summary of major points and ties those points into a coherent whole (2)	Clearly stated evidence of integration of at least three Opening elements (3) Clearly stated evidence of integration of presentation elements throughout the lesson (6) Guided Practice provided with clearly stated alternative strategies for practice planned (6) Closure provides clearly stated summary of major points, ties those points into a coherent whole and provides preview of future lesson (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient

ASSESSMENT * Formative	No evidence of formative assessment (0)	Evidence of formative assessment but does not appropriately align with objective (2)	Evidence of formative assessment and appropriately aligns with objective (4)	Clearly stated evidence of formative assessment, appropriately aligns with objective and alternate assessment planned (6)
* Individual Measurability	No evidence of formative assessment; therefore, not individually measurable (0)	Formative assessment appropriately aligns with objective but is not individually measurable (1)	Formative assessment appropriately aligns with objective and is individually measurable (2)	Clearly stated evidence of formative assessment appropriately aligns with objective, is individually measurable; multiple measures employed to assess individual student understanding (3)
* Summative	No evidence of summative assessment (0)	Summative assessment considered but does not align with objective (1)	Summative assessment considered and aligns with objective (2)	Summative assessment considered, aligns with objective ,used to link to subsequent lessons (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
DIFFERENTIATION *Varying Content (Readiness/Skills, Interests, Learning Styles)	No evidence of differentiation of content (0)	Evidence of one appropriate approach to differentiation of content but not linked to teacher knowledge of the students (1)	Evidence of one appropriate approach to differentiation of content linked to teacher knowledge of the students (2)	Clearly stated evidence of two or more appropriate approaches to differentiation of content linked to teacher knowledge of the students (3)
* Varying Process (Input, Classroom Organization and Instructional Grouping)	No evidence of differentiation of process (0)	Evidence of at least one process elements of differentiation but not linked to teacher knowledge of the students (1)	Evidence of at least two process elements of differentiation and linked to teacher knowledge of the students (2)	Clearly stated evidence of all three process elements of differentiation and linked to teacher knowledge of the students (3)
* Varying Product (Task and/or Test)	No evidence of differentiation of product (0)	Evidence of one or both product elements of differentiation but not linked to teacher knowledge of the students (1)	Evidence of one or the other product elements of differentiation and linked to teacher knowledge of the students (2)	Clearly stated evidence of both product elements of differentiation and linked to teacher knowledge of the students (3)
	Not Evident	Partially Proficient	Proficient	Advanced Proficient
TECHNOLOGY	No evidence of technology considered (0)	Evidence of technology considered as a tool but not infused for content enhancement (2)	Evidence of technology considered as a tool and infused for content enhancement (4)	Clearly stated evidence of technology considered as a tool and infused for content enhancement both for teacher presentation and student involvement (6)

OBJECTIVE Score Ranges (0 – 12)	INSTRUCTIONAL STRATEGIES Score Ranges (0 -18)	ASSESSMENT Score Ranges (0 – 12)	DIFFERENTIATION Score Ranges (0 – 9)	TECHNOLOGY Score Ranges (0 – 6)
Not Evident (0)	Not Evident (0)	Not Evident (0)	Not Evident (0)	Not Evident (0)
Partially Proficient (4)	Partially Proficient (6)	Partially Proficient (4)	Partially Proficient (3)	Partially Proficient (2)
Proficient (8)	Proficient (12)	Proficient (8)	Proficient (6)	Proficient (4)
Advanced Proficient (12)	Advanced Proficient (18)	Advanced Proficient (12)	Advanced Proficient (9)	Advanced Proficient (6)

LESSON PLAN EVALUATION RUBRIC
Grade Equivalent Conversion Chart

GRADE	First Level (Possible Points = 42)	Advanced Level (Possible Points = 57)
A	40-42	54-57
A-	37-39	49-53
B+	34-36	44-48
B	31-33	39-43
B-	28-30	34-38
C+	25-27	29-33
C	22-24	24-28
D+	19-21	20-23
D	16-18	17-19
F	15 and below	16 and below

Glossary of Terms

Academic Language

Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in the content area in meaningful ways. There are language demands that teachers need to consider as they plan to support student learning of content. These language demands include language functions, vocabulary, discourse, and syntax.

Anticipated Responses

The predicted student responses to questions asked by the teacher to check for understanding, achieve closure and assess background knowledge.

Anticipatory Set

Anticipatory Set or Set Induction: sometimes called a "hook" to grab the student's attention: actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. To put students into a receptive frame of mind.

- to focus student attention on the lesson.
- to create an organizing framework for the ideas, principles, or information that is to follow (c.f., the teaching strategy called "advance organizers").
- to extend the understanding and the application of abstract ideas through the use of example or analogy...used any time a different activity or new concept is to be introduced.
- to activate and assess prior knowledge.

Assessment of Background Knowledge

Determination of what students know about a topic before it is taught. (See also Anticipatory Set)

Checking for Understanding

Determination of whether students have "got it" before proceeding. If there is any doubt that the class has not understood, the concept/skill should be re-taught before practice begins. Anticipated Responses by students must be included in the lesson plan to assess their understanding. Closure in a lesson provides the last opportunity to check for understanding.

Classroom Organization

The physical layout of the classroom

Clearly Stated

This description (used in Advanced Proficient) refers to clarity, cohesiveness, and precision of language. This phrase indicates that there are very few, if any, spelling, grammar, or usage errors.

Closure

Those actions or statements by a teacher that are designed to check for understanding and to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to make sense out of what has just been taught (the objectives). "Any questions? No. OK, let's move on" is not closure.

Anticipated Responses by students must be included in the lesson plan to assess their understanding.

Closure is used:

- to cue students to the fact that they have arrived at an important point in the lesson or the end of a lesson,
- to help organize student learning,
- to help form a coherent picture, to consolidate, eliminate confusion and frustration, etc.,
- to reinforce the major points (the objectives) to be learned...to help establish the network of thought relationships that provide a number of possibilities for cues for retrieval. Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network for future related lessons.

Cognitive Level of Lesson (Bloom's Taxonomy)

Identifies the six cognitive levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Levels must be indicated in Instructional Strategies and Assessment sections of lesson plan.

Differentiation

Recognition of students' varying background knowledge, readiness, language, preferences in learning, interests. Differentiated instruction is a process to approach teaching and learning for students of differing abilities in the same class. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process.

Differentiating the Content

Because students vary in readiness, skill levels, interests and learning styles, it is important to vary or differentiate content in response to those student traits. Strategies for differentiating content include providing materials at various reading levels, pre-teaching and re-teaching, providing interest centers with tasks at varying levels, and presenting in visual, auditory and kinesthetic modes.

Differentiating the Process/Activities

Differentiating the processes means varying learning activities or strategies to provide appropriate methods for students to explore the concepts. It is important to give students alternative paths to manipulate the ideas embedded within the concept. For example students may use graphic organizers, maps, diagrams or charts to display their comprehension of concepts covered. Varying the complexity of the graphic organizer can very effectively facilitate differing levels of cognitive processing for students of differing ability.

Differentiating the Product

Differentiating the product means varying the complexity of the product that students create to demonstrate mastery of the concepts. Students working below grade level may have reduced performance expectations, while students above grade level may be asked to produce work that requires more complex or more advanced thinking. There are many sources of alternative product ideas available to teachers. However sometimes it is motivating for students to be offered choice of product.

Discourse

Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction. Discipline specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

Formative Assessment

Ongoing assessment that provides information to guide teaching and learning for the purpose of monitoring and adjusting instruction to improve student achievement.

Guided Practice

An opportunity for each student to demonstrate grasp of new learning by working through an activity or exercise under the teacher's direct supervision. It is essential that students practice doing it right so the teacher will know that the students understand before proceeding. The teacher moves around the room to determine the level of mastery and to provide individual remediation as needed.

Independent Practice

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for de-contextualization: enough different contexts so that the skill/concept may be applied to any relevant situation...not only the context in which it was originally learned. The failure to do this is responsible for most student failure to be able to apply something learned.

Individual Measurability

The ability to assess each student's understanding of the lesson content.

Infusion of Technology

Technology used in the teaching, comprehension, application, analysis, and/or the synthesis of the content of the lesson. Technology can support a number of research-based strategies (Marzano et al., 2001). Students and teachers use technology as a tool to improve teaching and learning by adapting the curriculum through software, the internet and assistive technology.

Input

Teacher-provided information needed for students to gain the knowledge or skill.

Instructional Grouping

Various arrangements of students from whole class to small group to individualized instruction.

Language Demands

Specific ways that academic language (vocabulary/symbols, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and /or speaking to demonstrate their disciplinary understanding.

Language Functions

The content and language focus of the learning task, represented by the active verbs within the learning outcomes. (See specific handbooks for content related examples)

Language Supports

The scaffolds, representations, and pedagogical strategies teachers provide to help learners understand, use, and practice the concepts and language they need to learn within disciplines. The language supports planned should directly support learners to understand and use identified language demands to deepen content understandings.

Modeling

Teacher demonstrates examples of what is expected as an end product of the student work. The critical aspects of the product are explained through labeling, categorizing, comparing, etc.

Objective

A statement which specifies the following three decisions: what content to teach (learning), what the students will do to learn and to demonstrate that learning has occurred (behavior), and under what circumstances the learning will take place (condition)

Example:

Students will be able to

Learning: compare and contrast Robert E. Lee and Ulysses S. Grant (Know and be able to do)

Behavior: by individually completing a Venn diagram (How they will demonstrate what they know and are able to do)

Condition: after reading chapter 4 in their textbook (under what circumstances the learning will take place)

Purpose Setting

Outlines the objective of that day's lesson. Here the teacher emphasizes how students will benefit from the lesson.

Review

Typically at the beginning of the lesson, review previous material that is relevant to this lesson.

Summative Assessment

Used to measure what has been learned. Summative assessments tend to be evaluative in nature, and their results are often encapsulated and reported as a score or grade.

Syntax

The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).

Vocabulary

Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meaning that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.

Re: Professional Intern/Clinical Intern

Semester: Fall/Spring _____

Supervisor's Name _____

A list of supervising practices appears below. Using the following scale, please indicate the frequency of these practices evidenced by the university supervisor. Additional space is provided for summative comments. Fill in the appropriate numbered circle using the following numbered criteria:

1-Rarely 2-Sometimes 3-Most of the time 4-Always

I. Knowledge: The university supervisor demonstrated...

- | | 1 | 2 | 3 | 4 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Knowledge of content for supervising at this teaching area or level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Knowledge of a variety grade appropriate teaching methods and instructional strategies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Knowledge of classroom management and its application | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Knowledge of current research on teaching and learning incorporated into supervision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Practical, realistic expectations and recommendations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

II. Skills: The university supervisor...

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Communicated his/her performance expectations to the Clinical Intern and the cooperating teacher regarding lesson planning, supervisory observation, conferencing and evaluating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Established and kept scheduled appointments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Conducted conferences in a positive and constructive manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Observed one full period in the secondary classroom and or a teaching episode or activity at other levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Provided specific oral and written feedback about student's performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Completed assessment evaluations and narratives when warranted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Evaluated intern/Clinical Intern based on the Caldwell assessment model. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Identified specific areas of strength and those in need of improvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Read and critiqued lesson plans, unit plans: observed and critiqued reaching strategies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

III. Values: The university supervisor

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 15. Provided a liaison between Caldwell University and the school/district. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Promoted good school/university/community relations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Encouraged student to reflect upon issues of teaching and learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Listened and responded to concerns of cooperating teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Solicited feedback from the Clinical Intern and/or cooperating teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Encouraged observation of other classroom teachers and activities in the school during the semester | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Showed enthusiasm for teaching and the field of education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Communicated effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Positive and reinforcing in actions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. Professional and tactful in actions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. Demonstrated interest in the Clinical Intern | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. Have guidance in the process of professional career development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Summative Comments _____

