

# CLINICAL PRACTICE HANDBOOK

## Fall 2018 and Spring 2019



# MONMOUTH UNIVERSITY

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SCHOOL OF EDUCATION

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## MISSION STATEMENT

The School of Education's mission is to be a leader in the preparation and professional development of highly competent, reflective teachers, speech-language pathologist, school counselors and administrators. We are committed to social justice initiatives that better all students and other persons from diverse backgrounds in terms of abilities, age, gender, culture, race, ethnicity, family, and socioeconomic status. Our candidates learn the exigencies of their profession by practicing and demonstrating their skills through clinical experiences in a wide range of local school and community settings. Our accredited programs link theory and practice, foster lifelong learning and reflections, and improve the quality of life for students and clients through innovation, research, and scholarship. School of Education graduates have the practical skills, the commitment to service, and the theoretical knowledge necessary to enhance living and learning in academic and professional settings.

## School of Education Conceptual Framework



# SYLLABUS

**Course:** Clinical Practice: ED 416, ED416S/ED 593  
**9 Credits**

**Semesters:** Fall 2018 - Spring 2019

**Instructor:** Patricia Heaney, Director of Field Placements: MH 123G

## **Course Description**

Clinical practice is a collaborative learning experience facilitated by local school districts and Monmouth University-that provides teacher candidates with an opportunity to practice and refine their pedagogical knowledge and skills under the supervision and guidance of exceptional master teachers (P-12 clinical educators) and highly qualified Monmouth University clinical educators. This yearlong internship in a school setting requires teacher candidates to plan, instruct, and assess P-12 students and to analyze student learning and propose changes to teacher practice to address student learning needs.

Candidates are required to complete a performance-based assessment of teaching skills and practices shown to have a positive effect on student learning (edTPA). In addition, candidates participate in on-campus seminars and focus group meetings and fulfill online requirements. The components of this course are linked to the New Jersey Student Learning Standards (NJSLS), the New Jersey Professional Standards for Teachers (NJPST), and national Specialty Professional Association (SPA) standards for each subject area (see standards tab). The course includes research-based pedagogical strategies for teaching linguistically diverse students and those with diverse learning needs, incorporating instructional technology into the classroom, and utilizing data to inform instruction.

During the first 14 weeks of clinical practice, teacher candidates spend a minimum of 10 hours per week in their placement classrooms assisting and co-teaching with an experienced P-12 clinical educator. During the following 14 weeks, teacher candidates are immersed in their placements full time, gradually assuming greater responsibility for the activities of the learners in their placement classroom(s).

This course is limited to education majors.

### **Prerequisites:**

- Senior standing
- Approval of the department
- Minimum GPA of 3.0 prior to full time clinical practice semester
- Passing score on the appropriate PRAXIS test prior to full time clinical practice semester



- Other test requirements as applicable  
Prior to full time clinical practice, all Monmouth University students must provide official documentation of a passing score on the required PRAXIS assessment(s). **The official documentation of the passing score is required in order to begin clinical practice, be recommended for graduation, and state licensure.**

**Corequisite:** ED-EDTPA

### **Course Objectives**

The teacher candidate will:

- 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 design and implement developmentally appropriate and challenging learning experiences.
- Understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation
- Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Understand 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
- Understand and use 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.
- Plan 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.
- Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Engage in ongoing professional learning and use 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 adapt practice to meet the needs of each learner.

- Seek 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.
- Act in accordance with legal and ethical responsibilities and use integrity and fairness to promote the success of all students.

### **Assessable Learning Outcomes**

As a result of this course teacher candidates will:

- Observe, reflect, and analyze lessons that focus on effective teaching strategies, differentiated instruction, the use of appropriate assessment to gauge student achievement, motivation and engagement, classroom environment, and the use of technology. (NJPST: 2, 5, 6, 7, 8)  
*This will be assessed through the required classroom observations.*
- Develop, select and implement instructional content, resources, and instructional strategies that are linked to the NJSLS. (NJPST: 4, 5, 7, 8)  
*This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Use strategies that promote successful, seamless transitions for all students including those with exceptional and diverse learning needs. (NJPST: 2, 7, 8)  
*This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Develop a unit that uses formative and summative assessment linked to instruction that includes reflection, analysis of student learning, and recommendations for future teaching. (NJPST: 6)  
*This will be assessed via the edTPA portfolio and MU clinical educator observations.*
- Create and maintain records, report assessment results to all stakeholders using effective communication skills, evaluate instruction and monitor progress of all students including those with exceptional learning needs. (NJPST: 2, 6, 9, 10)  
*This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Integrate technology into the instructional process. (NJPST: 7, 8)  
*This will be assessed through lesson plans, MU clinical educator observations, the edTPA portfolio, and the clinical practice notebook.*
- Use a variety of effective motivational, behavior management, social problem solving, and conflict resolution strategies consistent with the needs of the individual learners to create a classroom environment conducive to active engagement, social collaboration, and student self-reflection. (NJPST: 1, 2, 3)

*This will be assessed through MU clinical educator observations.*

- Analyze the effectiveness of teaching on student achievement and future goal setting. (NJPST: 6, 7)  
*This will be assessed by MU clinical educator observations, lesson plans, and the clinical practice notebook.*
- Demonstrate a high level of professionalism during all aspects of the school day. (NJPST: 9,10, 11)  
*This will be assessed via MU clinical educator observations.*

### **Instructional Procedures**

Procedures will include observation, planning, teaching, reflection, and seminars.

## **Course Requirements**

### **edTPA Portfolio**

Teacher candidates will document classroom work by preparing and submitting a portfolio in Foliotek that includes lesson plans designed to support learners' strengths and needs, unedited video clips of teaching, assessments, student work samples, an analysis of student learning, and reflective commentary on adjusting instruction to meet student needs (see edTPA tab for additional information).

**Your completed edTPA portfolio must be uploaded to Foliotek by ?? at midnight.**

Materials to support you in preparing your portfolio can be accessed through the myMU portal under Office of Certification, Field Placements, and School Partnerships. Individual edTPA handbooks are available on Foliotek.

### **Required Submissions**

- The Schedule for **MU Clinical Educator** form (**Appendix A**) must be submitted to your MU clinical educator by **date?**.
- A signed Teacher Candidate Confidentiality Agreement (**Appendix M**) must be submitted to **??** by **date**.

### **Classroom Lesson Planning and Teaching**

You will be required to develop full lesson plans (**Appendix C**) for the lessons that you teach. Each lesson plan must include all specified components and end with your reflections (completed after instruction): strengths and weaknesses of the lesson; your analysis of your teaching; the effect your teaching had on student learning; what changes you would make for the next lesson; which NJPST dispositions you should target and why, and what goals you set for your own professional development.

Lesson plans must be submitted to your P-12 clinical educator prior to instruction. After instruction, complete the Analysis of Teaching section. Keep each completed plan in your clinical practice notebook for review by your MU clinical educator.

The Monmouth University Lesson Plan (Appendix C) format must be used for both clinical practice and the edTPA portfolio. After you have completed the edTPA portfolio and uploaded it to your Foliotek account, your P-12 clinical educator and MU clinical educator will determine if you should continue to use the MU lesson plan format or begin using the placement school lesson plan format.

Your assigned MU clinical educator will observe you a minimum of five times. The schedule of observations will be determined by you, the P-12 clinical educator, and the MU clinical educator. One of the lessons must include the use of technology.

Each observation will focus on the essential elements of effective practice and offer constructive criticism of your teaching. You will be evaluated on the following: learner outcomes linked to local, state, and national standards; procedures (instruction and assessment linked to learner outcomes); modifications and accommodations for all learners including those with cultural diversity and disabilities; use of appropriate materials; and integration of technology (see Appendix D).

Parental permission must be obtained before video recording. Permission can be documented using either the MU Parent/Guardian/Student release Form (Appendix N) or the school district's own release form.

You are required to complete online CFAST training to prepare for the midterm and final evaluation consensus meetings:

[https://osu.az1.qualtrics.com/jfe/form/SV\\_bCKDQCqeo1si3uR](https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR)

### **Additional Requirements**

#### **Attendance**

During weeks 1-14 you will attend your placement a minimum of 10 hours per week.

During weeks 15-28 you are required to follow the placement district calendar and attend each day school is in session.

In case of an emergency, always notify the P-12 clinical educator, the school office, and the MU clinical educator the prior day or by 7:30 am.

During the final semester of clinical practice, absence of more than one day may require medical diagnosis/explanation and absence of three (3) or more days will require documentation from your medical doctor. This documentation must be attached to your attendance sheet for your MU clinical educator's review.

You are required to make up any absence in excess of three (3) days at the end of clinical practice. Permission will not be granted to leave the assignment early. No exceptions will be made to this state administrative code mandate. **Your final grade will be lowered if you do not adhere to the attendance policy.**

You are required to maintain an attendance record for both semesters (Appendices ?? and H). These forms must be initialed by your P-12 clinical

educator and signed by both your MU clinical educator and P-12 clinical educator at the end of clinical practice. You will be required to bring the signed Attendance forms with you to the **Certification Meeting** at the end of your final clinical practice semester.

### **Withdrawal**

See MU calendar for the last date to withdraw from clinical practice with a **W** grade.

If, for some reason, you are unable to meet the performance standards of clinical practice or realize that you do not wish to pursue a career in teaching, it may be in your best interest to withdraw from clinical practice.

A decision to discontinue or terminate the clinical practice experience has consequences and should be discussed in a joint conference with the MU clinical educator, the Director of Field Placements, and your School of Education advisor.

A student may initiate a withdrawal from the clinical practice experience and may be permitted to reapply for clinical practice in the future. If the teacher candidate decides to withdraw, he/she must follow University procedures for withdrawal within the specified timelines.

In the event that a teacher candidate is removed from a placement, the teacher candidate may be assigned to a second placement during the same semester, assigned to a second placement during a future term, or referred to other University personnel to discuss possible options. In some individual cases, dismissal from the program may be necessary. This will be decided on a case-by-case basis.

All written communications from a teacher candidate are subject to review by the P-12 clinical educator, MU clinical educator, placement administration, university faculty and university administration.

### **Mandatory Seminars** (refer to calendar in Resources):

1. Orientation
  - a. Clinical practice requirements will be explained.
  - b. An edTPA overview will be provided.
  - c. Teacher candidates will meet with a MU clinical educator.
2. Anti-bullying session
3. Interviewing seminar
4. Certification Meeting

**Mandatory Focus Group Meetings (six):** You have MU School of Education permission to leave your placement school to attend the mandatory focus groups. Please notify your P-12 clinical educator of these dates well in advance. Allow yourself ample time to arrive safely and on time.

**Four** of the focus group meetings will serve as edTPA work sessions. These meetings will be held on campus from 9 a.m. to 4 p.m. Refer to the calendar under Resources for dates and location.

You also must attend **two** focus group sessions led by an MU clinical educator. You will be assigned to a focus group by the Director of Field Placements. Your focus group supervisor will contact you regarding the dates and times for these two sessions during the second semester of clinical practice.

### **Clinical Practice Notebook**

You are required to keep a notebook during your clinical practice experience that will be reviewed at each formal observation by your MU clinical educator. Your final grade will be lowered if you do not complete your clinical practice notebook.

Many of the components of the notebook can also be uploaded to your electronic portfolio to assist with job interviews and future lesson planning.

*Notebook Guidelines:* The notebook should be a three inch, three-ringed binder large enough to secure standard notebook paper. The notebook must include dividers that are clearly labeled, using the following headings and organized in the following order:

- SCHOOL CALENDAR AND CLASS SCHEDULES
- LESSON PLANS WITH SELF-EVALUATIONS (Include copies of materials developed and used)
- MU CLINICAL EDUCATOR OBSERVATION REPORT AND CONFERENCE SIGNATURE PAGE
- PHOTO SECTION ~ follow school district permission guidelines

*Other materials may be included in the notebook. They should be placed behind the above sections.*

### **Electronic Professional Portfolio - Foliotek**

The School of Education requires that all undergraduate and graduate students develop an electronic portfolio. **You are required to upload core assessments (passing Praxis score report(s), edTPA portfolio, and CFAST Final Evaluation) for your program during clinical practice.**

### **Professional Disposition**

All Monmouth University School of Education students must maintain a mature, professional attitude and appearance which includes dressing appropriately and professionally at all times. Your final grade will be lowered if your MU clinical educator, P-12 clinical educator and Director of Field Placements determine you are unprofessional at any time. **Please refer to the NJPST (the third column labeled Critical Dispositions).**

You need to be aware of the safeguards we must all take when using social media/networking/voicemails/emails. Make certain that your page is totally

private. Even with the privacy settings on you should not have any pictures that an administrator, P-12 clinical educator, staff member, parent, or student might find inappropriate. You must also be careful in the postings you make to others, being sure that they can't be misconstrued as unsuitable for a public servant.

You must maintain a professional, collaborative demeanor in all matters pertaining to your students, P-12 clinical educator(s), MU clinical educator, parents, and members of the district administration and staff. You are a guest in the school setting. You must avoid criticism of the P-12 clinical educator, other teachers, pupils, the school, or community. Do not discuss school matters outside of the school context.

You must meet expectations regarding attendance, punctuality, assumption of responsibility, and initiative. It is imperative that you are supervised by professional staff while at your placement site. This applies to all before and after school hours.

You must be willing to accept constructive criticism and suggestions to assist you in your professional growth and demonstrate an ability to respond in a mature and professional manner. District equipment (copier, laminators, computers, etc.) paper (copy, color, etc.) and supplies are not to be used for personal use at any time.

Clinical practice requires a great deal of time and must be every teacher candidate's first and foremost priority. You must insure that personal obligations will not interfere with your commitment to the successful completion of the clinical practice experience.

### **Online Dialoging on eCampus**

You are required to logon to the eCampus site throughout the semester. Important announcements will be listed on the Homepage.

Quick Start Steps:

1. Access the Internet
2. Open your browser
3. <http://ecampus.monmouth.edu> Press enter
4. Login with your Username (student ID #) and Password (email password)
5. Click on the course
6. Logout when done

Forgot your Password?

Email your request to [ecampus.support@monmouth.edu](mailto:ecampus.support@monmouth.edu) or call the Monmouth University Help Desk at 732-571-3539.

## **Course Evaluation**

Teacher candidates will be evaluated on the following:

- The edTPA portfolio. Successful completion of the edTPA is a requirement for clinical practice and graduation.

- Classroom lesson planning, instruction, assessment, analysis, and reflection.
- Professional dispositions, attendance, the clinical practice notebook, assigned reflections, Foliotek submissions, and seminar and focus group participation.

**MU clinical educators will submit the following evaluation reports:**

1. Five classroom observation reports (Appendix D).
2. A midterm Candidate Preservice Assessment of Student Teaching (CPAST) (Appendix E). The MU clinical educator, P-12 clinical educator, and teacher candidate will collaborate to determine the grade. If successful completion of clinical practice appears in jeopardy at mid-point, the Director of Field Placements must be informed by the MU clinical educator.
3. A final CPAST evaluation (Appendix F). The MU clinical educator, P-12 clinical educator, and teacher candidate will collaborate to determine the grade.

**Academic Honesty Policy**

Plagiarism is the use of another’s words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful, i.e. buying term papers. Other forms of plagiarism may arise from carelessness or ignorance, i.e. misusing quotation marks or citations. Plagiarism of any kind is not acceptable and will not be tolerated.

**Special Accommodations**

Students with disabilities who need special accommodations for this class are encouraged to meet with the Director of Field Placements and the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

**Clinical Practice Policies and Procedures**

**Chain of Command for Difficulties**

If you experience any difficulties during your clinical practice placement, you should consult the following personnel for assistance and resolution of problems or concerns:

1. P-12 clinical educator and MU clinical educator



2. If any problems arise that the teacher candidate and the P-12 clinical educator cannot resolve, the MU clinical educator must be contacted; a site visitation will be arranged
3. School of Education Director of Field Placements
4. School of Education Advisor
5. School of Education Department Chair
6. School of Education Assistant Dean
7. School of Education Associate Dean
8. School of Education Dean

### **Substitute Teaching**

Monmouth University does not permit a student to be used as a substitute teacher while completing his/her clinical practice experience. When a P-12 clinical educator is absent, it is expected that the school/district will hire a substitute teacher.

### **Absence of P-12 Clinical Educator**

In the event the P-12 clinical educator is unable to perform the supervisory function, the teacher candidate may be reassigned. The building principal, MU clinical educator, and the Director of Field Placements will determine whether the teacher candidate will be reassigned in the same school or moved to another setting in accordance with N.J.A.C. 6A:9A-4.4 ([Appendix B](#)).

### **Thank You Letters**

Your P-12 clinical educator has been your mentor during your clinical practice experience. Please make sure you send a thank you letter to him/her and any other staff members that have helped make your experience a positive one.

## **Graduation**

It is the teacher candidate's responsibility to see that all requirements for graduation are met. Graduation applications are available online through MY MU portal – I NEED TO – Apply for Graduation.

You **MUST APPLY FOR GRADUATION**, regardless of whether or not you plan to participate in Commencement. If you do not apply, you will not graduate, and your application for certification to the New Jersey Department of Education cannot be processed.

## **State of New Jersey Requirements for Educators**

### **Mantoux Test**

A teacher candidate is required to have negative test results for the Mantoux (Tuberculin) Test before entering the assigned school. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of school. A teacher candidate with a positive reaction to the Mantoux test must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician's report.

### **Anti-bullying**

New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of harassment, intimidation and bullying (HIB) in schools. Use the following link for information and resources on the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB, and the adoption of HIB reporting procedures:

[www.state.nj.us/education/students/safety/behavior/hib/#si](http://www.state.nj.us/education/students/safety/behavior/hib/#si)

### **Reporting Child Abuse in New Jersey**

A teacher candidate should check with his/her P-12 clinical educator or school principal to learn the reporting procedures of the school district to which he/she is assigned.

Child Protection and Permanency, CP&P (formerly the Division of Youth and Family Services), is New Jersey's child protection and child welfare agency within the Department of Children and Families. Its mission is to ensure the safety, permanency and well-being of children and to support families. CP&P is responsible for investigating allegations of child abuse and neglect and, if necessary, arranging for the child's protection and the family's treatment.

The Child Abuse Hotline (State Central Registry) receives all reports of child abuse and neglect 24 hours a day, 7 days a week. Reports requiring a field response are forwarded to the CP&P Local Office for investigation. Find contact information for CP&P Local Offices

<https://www.state.nj.us/dcf/about/divisions/dcpp/>

After normal business hours, the hotline is linked with a statewide network of Special Response Units charged with the responsibility of responding to reports. For more information about reporting child abuse, click

<http://www.nj.gov/dcf/reporting/how/>

### **Criminal History Background Check**

Since 1986, the New Jersey State Department of Education requires all new employees to be fingerprinted and undergo a criminal history background check. A teacher candidate is not an employee of the school district where he/she completes the clinical practice experience; however, a district may require a teacher candidate to provide assurance that he/she has not been convicted of a disqualifying offense since his/her eighteenth birthday.

Local school districts, in order to ensure themselves and the public that a teacher candidate has not been convicted of a disqualifying offense, may require the intern to submit, have notarized, and keep in their records the second part of the Application Authorization and Certification Form which provides this assurance.

### **Information on Disqualifying Events**

For specific questions contact the Criminal History Unit: 609-376-3999

FAQ: [http://www.state.nj.us/education/genfo/faq/faq\\_crimhist.htm](http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm)

**Substitute – Transfer Request**

Effective January 18, 2011 individuals serving in substitute positions, who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) website, to the Criminal History Review Unit. Please visit NJDOE website and select 'File Authorization and make Electronic Payment for Criminal History Check' than select Transfer Request [www.nj.gov/education/educators/crimhist](http://www.nj.gov/education/educators/crimhist). There currently is a small fee (\$6.00: \$5.00 plus a \$1.00 convenience fee charged by the private vendor) for filing a Transfer Request.

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## TIMELINES

The following suggested schedule represents a progression in which the teacher candidate gradually assumes responsibility in the classroom. The schedule is meant to show the sequence of progress only. Some candidates and situations allow a faster progression initially, while others begin at a slower rate and accelerate as their level of confidence grows. The exact schedule needs to be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the candidate.

- **Clinical Practice** (weeks 1-14): Candidates spend approximately 10 hours per week in their placement classrooms assisting and co-teaching with an experienced P-12 clinical educator while completing ancillary coursework.
- **Clinical Practice** (weeks 15-28): Candidates are immersed in their placements full time, assuming increasing responsibility for the activities of the classroom.

A suggested timeline of activities based on readiness, ability, and experience level is provided below. As the activities are completed, you should mark them off using the checkboxes on the left. The timelines are organized in two-week increments. Activities aligned with the Developmental Curriculum and InTASC standards are indicated on the right.

### Pre-Clinical to Week 2

Clinical Practice Tasks	Developmental Curriculum Activities
<input type="checkbox"/> Meet with your P-12 clinical educator (CE) before clinical practice begins. Offer to help with organizational activities (setting up the classroom, putting up bulletin boards, creating materials).	<input type="checkbox"/> <u>Standard 1: Learner Development</u> <ul style="list-style-type: none"> <li>• Talk with every student; learn names</li> <li>• Help students make up work</li> <li>• Collect data on individual student behavior</li> <li>• Collect data on learning preferences</li> </ul>
<input type="checkbox"/> Become acquainted with administration, staff, and other teachers.	<input type="checkbox"/> <u>Standard 2: Learning Differences</u> <ul style="list-style-type: none"> <li>• Build relationships with individual students</li> <li>• Sit near student with behavioral needs</li> <li>• Deliver predetermined support plan</li> </ul>
<input type="checkbox"/> Note CE standards for planning, teaching, organizing, motivating students, and managing the classroom.	<input type="checkbox"/> <u>Standard 3: Learning Environments</u> <ul style="list-style-type: none"> <li>• Pass out papers or assignments</li> <li>• Take attendance/collect lunch count</li> <li>• Organize or file</li> <li>• Create/construct a bulletin board</li> </ul>
<input type="checkbox"/> Review the curriculum/course plan and content-area materials (textbook, ancillaries).	<input type="checkbox"/> <u>Standard 4: Content Knowledge</u> <ul style="list-style-type: none"> <li>• Become familiar with curriculum, resources, and instructional plan for the class</li> </ul>

<input type="checkbox"/> Familiarize yourself with the building, schedule, library and technology resources, policies and procedures. Obtain a copy of the Student Handbook and staff/employee handbooks. <input type="checkbox"/> Review the district web site and State Report Card. Familiarize yourself with the community demographics. <input type="checkbox"/> Begin compiling information on your placement to complete the contextual prompts in your edTPA handbook. <input type="checkbox"/> Ask your CE if you can create ice-breaker activities to help you get to know the students (and help them get to know one another if starting a new school term). <input type="checkbox"/> Develop a plan with your CE on how you will assist him/her and the students during your first weeks of clinical practice. (See co-teaching activities for guidance). <input type="checkbox"/> Draft a letter to parents and students introducing yourself. Include a brief explanation of your background and philosophy of education.	<ul style="list-style-type: none"> <li>• Explore available inquiry tools in the classroom</li> </ul> <input type="checkbox"/> <u>Standard 5: Application of Content</u> <ul style="list-style-type: none"> <li>• Find information to answer student questions</li> <li>• Provide students with assistance in finding resources and information</li> <li>• Assist individual students with technology</li> </ul> <input type="checkbox"/> <u>Standard 6: Assessment</u> <ul style="list-style-type: none"> <li>• Know school grading policies</li> <li>• Check/grade papers with a key; record grades</li> <li>• Develop a student inventory or survey</li> </ul> <input type="checkbox"/> <u>Standard 7: Planning for Instruction</u> <ul style="list-style-type: none"> <li>• Review the school policy for lesson planning</li> <li>• Discuss the planning process with your CE</li> </ul> <input type="checkbox"/> <u>Standard 8: Instructional Strategies</u> <ul style="list-style-type: none"> <li>• Write notes on chalkboard or whiteboard</li> <li>• Operate technology</li> <li>• Model appropriate content language and share a personal interest or skill</li> </ul> <input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u> <ul style="list-style-type: none"> <li>• Model appropriate language and behavior</li> <li>• Dress professionally</li> <li>• Be punctual</li> <li>• Call in absence</li> <li>• Be respectful of mentors and colleagues</li> </ul> <input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u> <ul style="list-style-type: none"> <li>• Speak clearly and project voice</li> <li>• Give directions to individual students</li> <li>• Give concise communications to students</li> <li>• Assist with managing classroom transitions</li> </ul>
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**Weeks 3 and 4**

Clinical Practice Tasks	Developmental Curriculum Activities
<input type="checkbox"/> Analyze the information you have gathered on students in your class. Knowledge of students' current understanding, language development, social/emotional development, family/cultural background, and experiences is crucial for developing lessons and engaging your students. <input type="checkbox"/> Assist students (individual and small group) with activities, assignments, and organization. Review/clarify instructions for assignments and activities.	<input type="checkbox"/> <u>Standard 1: Learner Development</u> <ul style="list-style-type: none"> <li>• Observe/note different developmental stages of learners in a classroom</li> <li>• Examine and compare student work for individual differences</li> </ul> <input type="checkbox"/> <u>Standard 2: Learning Differences</u> <ul style="list-style-type: none"> <li>• Observe and discuss special needs of individual students</li> <li>• Observe and discuss how a teacher differentiates instruction for students of varied cultural and linguistic needs in a classroom</li> </ul>

<input type="checkbox"/> Based on in-class observations and coursework, develop/adapt a classroom management plan that fosters engagement and learning.  <input type="checkbox"/> Discuss Student Growth Objectives (SGOs) with your P-12 clinical educator (see NJDOE site for examples). If possible, participate in SGO planning.  <input type="checkbox"/> Assist teacher with instruction. (See co-teaching activities for guidance).  <input type="checkbox"/> Become familiar with attendance and grading programs/systems. Check and/or grade papers; record grades.  <input type="checkbox"/> Complete InTASC Standards 4-5 Rubric (Engage with Content during a Unit of Instruction).  <input type="checkbox"/> Use the Self-Directed Learning Guide for InTASC Standard 4-5 Rubric to gather feedback from your clinical educator.  <input type="checkbox"/> Assist with class duties (taking attendance, lunch count, passing out papers).  <input type="checkbox"/> Accompany your clinical educator to all “duties” (monitoring hall, lunch duty, parking lot duty, faculty and in-service meetings, parent/teacher conferences), taking responsibility as directed.	<input type="checkbox"/> <u>Standard 3: Learning Environments</u> <ul style="list-style-type: none"> <li>Observe and discuss the characteristics of a learning environment in a classroom setting (including emergency procedures, school discipline policies, classroom rules)</li> <li>Explain the reason for a rule or policy</li> </ul> <input type="checkbox"/> <u>Standard 4: Content Knowledge</u> <ul style="list-style-type: none"> <li>Model appropriate level of content specific vocabulary</li> <li>Provide accurate explanations of the content to individuals/small groups</li> </ul> <input type="checkbox"/> <u>Standard 5: Application of Content</u> <ul style="list-style-type: none"> <li>Continue to provide students with assistance in finding resources and information</li> <li>Develop and use real world examples</li> </ul> <input type="checkbox"/> <u>Standard 6: Assessment</u> <ul style="list-style-type: none"> <li>Complete a checklist of observed student behaviors and understandings</li> <li>Identify selected response assessments</li> <li>Record participation patterns</li> </ul> <input type="checkbox"/> <u>Standard 7: Planning for Instruction</u> <ul style="list-style-type: none"> <li>Create materials with clinical educator</li> </ul> <input type="checkbox"/> <u>Standard 8: Instructional Strategies</u> <ul style="list-style-type: none"> <li>Introduce a lesson</li> <li>Lead a motivational activity</li> </ul> <input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u> <ul style="list-style-type: none"> <li>Write reflective journal entries</li> <li>Reflect on instruction with students</li> </ul> <input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u> <ul style="list-style-type: none"> <li>Attend faculty and in-service meetings</li> <li>Attend data assessment meetings</li> <li>Observe parent/ teacher conferences (if possible)</li> </ul>
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**Weeks 5 and 6**

Clinical Practice Tasks	Developmental Curriculum Activities
<input type="checkbox"/> With your clinical educator, determine daily tasks that you can take on for the remainder of the term/year (taking attendance, warm-up/bell-ringers, assisting students who were absent, daily paperwork requirements, participation points).  <input type="checkbox"/> Identify possible focus students for your edTPA portfolio.	<input type="checkbox"/> <u>Standard 1: Learner Development</u> <ul style="list-style-type: none"> <li>Visit another class at a different level and compare the level of work</li> <li>Identify and discuss individual differences within a developmental stage of a student in at least two areas (cognitive, linguistic, social, emotional, and physical)</li> </ul> <input type="checkbox"/> <u>Standard 2: Learning Differences</u> <ul style="list-style-type: none"> <li>Create individualized materials for students who vary culturally/linguistically or have a special need</li> </ul>



<input type="checkbox"/> Create/adapt activities and/or learning centers.	<input type="checkbox"/> <u>Standard 3: Learning Environments</u> <ul style="list-style-type: none"> <li>Practice proactive classroom management strategies</li> <li>Practice reactive management strategies</li> <li>Give clear instructions—verbal and written</li> </ul>
<input type="checkbox"/> Mirror teach lessons as possible. (Your CE will teach a lesson and you will teach the same lesson.) After the lessons, reflect and discuss strengths and challenges with your CE.	<input type="checkbox"/> <u>Standard 4: Content Knowledge</u> <ul style="list-style-type: none"> <li>Choose appropriate and accurate representations of the content to share with students</li> <li>Formulate content-specific questions</li> </ul>
<input type="checkbox"/> Review the edTPA academic language handout for your subject area (in SOE portal).	<input type="checkbox"/> <u>Standard 5: Application of Content</u> <ul style="list-style-type: none"> <li>Develop questions that lead students from their previous knowledge to new content</li> </ul>
<input type="checkbox"/> Identify methods of assessment that engage learners in examining their own growth.	<input type="checkbox"/> <u>Standard 6: Assessment</u> <ul style="list-style-type: none"> <li>Develop selected response (T/F, multiple choice, matching, etc.) test questions</li> <li>Create a checklist for student understanding</li> </ul>
<input type="checkbox"/> Identify an upcoming learning segment (3-5 consecutive lessons) to plan, teach, and analyze. Review the curriculum with your CE (see edTPA tab).	<input type="checkbox"/> <u>Standard 7: Planning for Instruction</u> <ul style="list-style-type: none"> <li>Plan a lesson for an individual student</li> <li>Plan a series of questions to engage students on all levels of Bloom’s Taxonomy</li> </ul>
<input type="checkbox"/> Determine a central focus for your upcoming learning segment and an essential strategy or strategies to help students comprehend the content.	<input type="checkbox"/> <u>Standard 8: Instructional Strategies</u> <ul style="list-style-type: none"> <li>Create a new learning center</li> <li>Supervise students during group times</li> <li>Review assignments with small groups</li> </ul>
<input type="checkbox"/> Identify the content standards and objectives for student learning in the learning segment that the strategies and related skills will address.	<input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u> <ul style="list-style-type: none"> <li>Accurately and objectively describe student performance</li> </ul>
<input type="checkbox"/> Seek opportunities to take responsibility for student learning.	<input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u> <ul style="list-style-type: none"> <li>Collaborate with your P-12 clinical educator to improve instruction</li> </ul>

**Weeks 7 and 8**

Clinical Practice Tasks	Developmental Curriculum Activities
<input type="checkbox"/> With your CE, identify students who are struggling with the material and/or falling behind. Develop lessons/activities with adaptations to assist those students specifically. Seek the assistance of the special educator, if possible.	<input type="checkbox"/> <u>Standard 1: Learner Development</u> <ul style="list-style-type: none"> <li>Design developmentally appropriate instruction</li> <li>Develop motivational strategies</li> <li>Analyze a small group of students over time noting changes in developmental stages in at least three areas (cognitive, linguistic, social, emotional, and physical)</li> </ul>

<p><input type="checkbox"/> Under the guidance of your clinical educator, conduct a lesson for a student who is struggling with content.</p> <p><input type="checkbox"/> Introduce a new classroom routine.</p> <p><input type="checkbox"/> Co-teach with your clinical educator using methods listed in the co-teaching guide. You may decide to assist one period and lead another.</p> <p><input type="checkbox"/> Expand your repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.</p> <p><input type="checkbox"/> Assist with grading homework, quizzes, and tests. Take note of the ways student work differs from one student to another.</p> <p><input type="checkbox"/> Identify and plan how you will support language demands in your upcoming edTPA learning segment.</p> <p><input type="checkbox"/> Complete InTASC Standard 3 Rubric (Teaching a Repeated Activity).</p> <p><input type="checkbox"/> Use the Self-Directed Learning Guide for InTASC Standard 3 Rubric to gather feedback from your P-12 clinical educator.</p> <p><input type="checkbox"/> Collaborate with learners, families, colleagues, and other school professionals to ensure learner growth.</p>	<p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Design and deliver differentiated instruction for an individual student who varies culturally/linguistically or has a special need</li> </ul> <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Explain a new classroom routine</li> <li>• Teach a routine part of a lesson to whole group</li> </ul> <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>• Find content information quickly</li> <li>• Model the use of technology for accessing content references</li> <li>• Explain content accurately in single lessons</li> </ul> <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>• Use content standards to determine the progression of content learning</li> <li>• Engage students in thinking about the content at the application level of Bloom's taxonomy</li> </ul> <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>• Co-assess with the P-12 clinical educator selected response assessments to determine patterns of understanding</li> <li>• Know and apply the school's grading policy</li> </ul> <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>• Plan a lesson for an individual student</li> <li>• Create and lead classroom activities</li> <li>• Design a single lesson plan</li> </ul> <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>• Facilitate small group discussions</li> <li>• Assume leadership of the class for short periods of time</li> </ul> <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>• Reflect on individual lessons</li> <li>• Objectively describe student behavior</li> <li>• Develop new strategies based on reflection</li> </ul> <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>• Develop materials to support student learning at home</li> <li>• Visit local community agencies</li> <li>• Interact with professional staff.</li> </ul>
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## Weeks 9 and 10

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Continue to conduct group lessons for students who are struggling with content.</p> <p><input type="checkbox"/> If a student(s) continues to struggle, identify alternative adaptations with the assistance of the CE and the special educator.</p> <p><input type="checkbox"/> Develop strategies to engage and motivate all students, but especially those who are struggling. Co-plan lessons/activities with the special educator, if possible.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the NJSLs.</p> <p><input type="checkbox"/> Lead activities/lessons that you have created or adapted. Integrate innovative teaching strategies, collaboration, and/or technology. Focus on fully engaging students in an interactive lesson.</p> <p><input type="checkbox"/> Continue to assist with grading. Look for examples of both formative and summative assessments.</p> <p><input type="checkbox"/> Assist with developing a variety of test questions—objective and essay-based.</p> <p><input type="checkbox"/> Begin recording lessons to practice for Task 2 of the edTPA. With your CE, review the lessons and take note of strengths and challenges. Make changes accordingly.</p> <p><input type="checkbox"/> Assist with compiling performance reports and work samples.</p> <p><input type="checkbox"/> Help prepare materials for parent-teacher conferences.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>Plan appropriate activities for a group of learners that have varied needs within a developmental level</li> </ul> <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>Adapt a lesson for a small group of students who vary culturally/linguistically or have a special need</li> </ul> <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>Organize effective grouping arrangements</li> <li>Create a variety of scaffolds to support independent learning</li> </ul> <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>Understand the content at all levels of Bloom's taxonomy</li> <li>Employ content-specific instructional strategies</li> </ul> <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>Incorporate a variety of content sources for student use</li> </ul> <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>Design and implement formative assessments</li> </ul> <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>Choose, appraise, and modify tools, texts, and materials to optimize learning goals</li> </ul> <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>Continue to facilitate small group discussions</li> <li>Assume leadership of the class for longer periods of time</li> </ul> <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>Reflect on multiple lessons</li> <li>Develop new strategies based on reflection</li> </ul> <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>Participate in parent/ teacher conferences (if possible)</li> </ul>

## Weeks 11 and 12

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Create/adapt an essential literacy strategy for comprehending text (e.g., summarizing content).</p> <p><input type="checkbox"/> Create/adapt targeted supports that address language demands, including language function in a learning segment.</p> <p><input type="checkbox"/> Create/adapt/implement transition strategies.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the content area SPA standards.</p> <p><input type="checkbox"/> Incorporate principles from developmental theory and/or research to engage students in collaborative problem solving related to authentic issues.</p> <p><input type="checkbox"/> Identify formal and informal assessments that can be used during co-teaching. Analyze assessments to inform planning.</p> <p><input type="checkbox"/> Plan a one-on-one or small group intervention for a student or small group of students who vary culturally/linguistically or have special needs (InTASC Standard 2 Rubric).</p> <p><input type="checkbox"/> Video record your small group lesson (InTASC Standard 2 Rubric).</p> <p><input type="checkbox"/> Analyze the video recording to determine what changes you would make to your instruction to better support students' learning related to the central focus (for all students including those in need of support or greater challenge).</p> <p><input type="checkbox"/> Use the Video Commentary form to reflect on how you promoted a positive learning environment, engaged students in learning, and deepened students' learning during instruction.</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>Continue to plan appropriate activities for a group of learners that have varied needs within a developmental level</li> </ul> <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>Create alternative assessments for students who vary culturally/linguistically or have a special need</li> </ul> <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>Plan and execute effective classroom transitions</li> </ul> <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>Represent the content in multiple ways</li> </ul> <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy</li> </ul> <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>Develop a pre-assessment for a lesson or a short unit</li> </ul> <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>Design new strategies based on formative assessment</li> </ul> <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>Model discipline-specific thinking strategies (e.g., mathematical thinking, scientific thinking)</li> </ul> <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>Collect and analyze teaching video</li> <li>Adjust teaching strategies based on an analysis of data</li> <li>Provide a rationale for new strategies</li> </ul> <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>Develop materials to support student learning at home</li> </ul>

## Weeks 13 and 14

Clinical Practice Tasks	Developmental Curriculum Activities
<p><input type="checkbox"/> Use a developmentally appropriate instructional strategy that supports students in constructing meaning, interpreting, or responding.</p> <p><input type="checkbox"/> Provide varied opportunities for students to practice using this strategy. Offer individualized feedback and support students in using that feedback.</p> <p><input type="checkbox"/> Create/adapt classroom strategies that facilitate individual and collaborative learning.</p> <p><input type="checkbox"/> Explain how the central concepts of a lesson you have developed relate to the NJPST.</p> <p><input type="checkbox"/> Continue to incorporate principles from developmental theory and/or research to engage students in collaborative problem solving related to authentic issues.</p> <p><input type="checkbox"/> Ask your P-12 clinical educator to administer My Student Survey to your students (grades 3-12 only).</p> <p><input type="checkbox"/> Plan a developmentally appropriate lesson for a large group of students (InTASC Standard 1 Rubric).</p> <p><input type="checkbox"/> Video record your large group lesson (InTASC Standard 1 Rubric).</p> <p><input type="checkbox"/> Use the Video Commentary form to reflect on how you promoted a positive learning environment, engaged students in learning, and deepened students' learning during instruction.</p> <p><input type="checkbox"/> Analyze the video recording to determine what changes you would make to your instruction to better support students' learning related to the central focus (for all students including those in need of support or greater challenge).</p>	<p><input type="checkbox"/> <u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>• Implement instruction that is developmentally appropriate for a large group</li> </ul> <p><input type="checkbox"/> <u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Provide individualized feedback to students who vary culturally/linguistically or have a special need</li> </ul> <p><input type="checkbox"/> <u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Establish a learning environment for a large group that supports individual and collaborative learning</li> </ul> <p><input type="checkbox"/> <u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>• Continue to represent the content in multiple ways</li> </ul> <p><input type="checkbox"/> <u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>• Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy</li> </ul> <p><input type="checkbox"/> <u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>• Apply rubric criteria to score student work</li> <li>• Develop essay questions</li> <li>• Provide feedback on selected response assessments</li> </ul> <p><input type="checkbox"/> <u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>• Continue to design new strategies based on formative assessment</li> </ul> <p><input type="checkbox"/> <u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>• Work with a small group of peers to effectively instruct a group of students</li> </ul> <p><input type="checkbox"/> <u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>• Adjust teaching strategies based on an analysis of data</li> <li>• Provide a rationale for new strategies</li> <li>• Collect and analyze teaching video</li> </ul> <p><input type="checkbox"/> <u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>• Develop a communication to parents and administrators about student performance</li> </ul>

### Weeks 15 and 16 (full time clinical practice)

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Make a table/graph showing what your students know, what they can do, and what they are learning to do.</p> <p><input type="checkbox"/> Determine how your knowledge of your students' assets will inform your lesson planning.</p> <p><input type="checkbox"/> Create/adapt classroom strategies that encourage positive social interaction.</p> <p><input type="checkbox"/> Identify and explain the important understandings and core concepts you want your students to learn in your upcoming edTPA learning segment.</p> <p><input type="checkbox"/> State how the instruction you propose will support student understanding.</p> <p><input type="checkbox"/> Plan assessment that provides authentic feedback. Describe how you will support students in using that feedback.</p> <p><input type="checkbox"/> Plan a series of connected lessons (edTPA learning segment) that support every student in meeting rigorous learning goals</p> <p><input type="checkbox"/> Interact with students as you support them to independently apply essential content-related strategies and skills.</p> <p><input type="checkbox"/> Determine a strategy for analyzing student learning to plan for next steps in instruction.</p> <p><input type="checkbox"/> Preview your proposed edTPA learning segment with all stakeholders.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>Differentiate instruction according to students' developmental levels</li> </ul> <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>Plan adaptations for your unit of instruction</li> </ul> <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction</li> </ul> <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>Use content standards to identify content-specific academic language</li> </ul> <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>Connect formative assessment to content</li> </ul> <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>Develop unit instructional goals</li> </ul> <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>Co-plan unit of instruction with your P-12 clinical educator (see Guidelines for Support in edTPA tab)</li> </ul> <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>Use varied teaching strategies over multiple days</li> </ul> <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>Adjust teaching strategies based on an analysis of data</li> <li>Provide a rationale for new strategies</li> </ul> <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>Attend athletic events/extracurricular activities</li> </ul>

### Weeks 17 and 18

Clinical Practice Tasks	Developmental Curriculum Alignment
<p><input type="checkbox"/> Use your understanding of learner development to inform your edTPA unit plan.</p>	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>Create developmentally appropriate lesson and unit plans</li> </ul>

<input type="checkbox"/> Use your understanding of learner differences to plan differentiated instruction for your edTPA unit plan.	<u>Standard 2: Learning Differences</u> <ul style="list-style-type: none"> <li>• Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need</li> </ul>
<input type="checkbox"/> Create/adapt management strategies that encourage positive active engagement in learning.	<u>Standard 3: Learning Environments</u> <ul style="list-style-type: none"> <li>• Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction and active engagement in learning</li> </ul>
<input type="checkbox"/> Use your understanding of the core concepts you want your students to learn in your upcoming edTPA unit to determine inquiry methods.	<u>Standard 4: Content Knowledge</u> <ul style="list-style-type: none"> <li>• Include content-specific inquiry methods into unit planning and instruction</li> </ul>
<input type="checkbox"/> Explain how the instruction you propose will support student understanding.	<u>Standard 5: Application of Content</u> <ul style="list-style-type: none"> <li>• Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy</li> </ul>
<input type="checkbox"/> Create assessments for your unit that provide authentic feedback. Describe how you will support students in using that feedback.	<u>Standard 6: Assessment</u> <ul style="list-style-type: none"> <li>• Use pre and post assessments</li> </ul>
<input type="checkbox"/> Refer to Understanding Rubric Level Progressions (in SOE Portal) to inform your planning.	<u>Standard 7: Planning for Instruction</u> <ul style="list-style-type: none"> <li>• Plan multiple lessons based on formative assessment data</li> </ul>
<input type="checkbox"/> Use the Making Good Choices guide (in SOE Portal) to inform unit planning.	<u>Standard 8: Instructional Strategies</u> <ul style="list-style-type: none"> <li>• Teach a series of lessons that utilize collaboration among students</li> </ul>
<input type="checkbox"/> Complete the Thinking Guide (in SOE Portal) for your content area to efficiently construct your edTPA.	<u>Standard 9: Professional Learning/Ethical Practice</u> <ul style="list-style-type: none"> <li>• Reflect on multiple lessons</li> </ul>
<input type="checkbox"/> Solicit feedback on your unit plan from your P-12 and MU clinical educators as allowed (see Guidelines for Support in edTPA tab)	<u>Standard 10: Leadership and Collaboration</u> <ul style="list-style-type: none"> <li>• Collaborate with P-12 and MU clinical educators to improve instruction</li> </ul>

**Weeks 19 and 20**

Clinical Practice Tasks	Developmental Curriculum Alignment
	<u>Standard 1: Learner Development</u> <ul style="list-style-type: none"> <li>• Create developmentally appropriate lesson and unit plans</li> </ul> <u>Standard 2: Learning Differences</u>

<p><input type="checkbox"/> Teach and video record your edTPA unit of instruction. (See Video Planning and Analysis Tool in SOE portal)</p> <p><input type="checkbox"/> Complete the CFAST midterm evaluation form in collaboration with your P-12 and MU clinical educators.</p>	<ul style="list-style-type: none"> <li>• Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need</li> </ul> <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation</li> </ul> <p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>• Include content-specific inquiry methods into unit planning and instruction</li> </ul> <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>• Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom’s taxonomy</li> </ul> <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>• Use pre and post assessments</li> <li>• Design, collect, and analyze summative assessment data</li> </ul> <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>• Plan multiple lessons based on formative assessment data</li> </ul> <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>• Teach a series of lessons that utilize collaboration among students</li> </ul> <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>• Reflect on multiple lessons</li> </ul> <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>• Collaborate with P-12 and MU clinical educators to improve instruction</li> </ul>
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**Weeks 21 and 22**

Clinical Practice Tasks	Developmental Curriculum Alignment
	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>• Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group</li> </ul> <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need</li> </ul> <p><u>Standard 3: Learning Environments</u></p>



Complete all tasks for the edTPA.

- Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation

Standard 4: Content Knowledge

- Include content-specific inquiry methods into unit planning and instruction

Standard 5: Application of Content

- Continue to engage students in thinking about the content at the analysis and synthesis levels of Bloom’s taxonomy

Standard 6: Assessment

- Develop and implement multiple formative assessments within a lesson or unit
- Use formative assessment data to explain adjustments to learning outcomes and instructional strategies and choices

Standard 7: Planning for Instruction

- Plan multiple lessons based on formative assessment data

Standard 8: Instructional Strategies

- Teach a series of lessons that utilize collaboration among students

Standard 9: Professional Learning/Ethical Practice

- Complete teacher performance assessment

Standard 10: Leadership and Collaboration

- Collaborate with P-12 and MU clinical educators to improve instruction

Submit your completed edTPA to Foliotek (see calendar in Resources).

**Weeks 23 and 24**

Clinical Practice Tasks	Developmental Curriculum Alignment
	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>• Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group</li> </ul> <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Teach a large group lesson that includes a discussion</li> </ul> <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Foster a learning environment that supports individual and collaborative learning and</li> </ul>

Continue to take the lead role in planning, instruction, and assessment.

encourages positive social interaction, active engagement in learning, and self-motivation

Standard 4: Content Knowledge

- Include content-specific inquiry methods into unit planning and instruction

Standard 5: Application of Content

- Support students in making appropriate research choices

Standard 6: Assessment

- Co-assess authentic or performance work with the mentor teacher
- Provide feedback that encourages students to think for themselves

Standard 7: Planning for Instruction

- Design new strategies based on formative assessment data

Standard 8: Instructional Strategies

- Teach independently for an extended period of time

Standard 9: Professional Learning/Ethical Practice

- Develop a teaching philosophy

Standard 10: Leadership and Collaboration

- Collaborate with P-12 and MU clinical educators to improve instruction

**Weeks 25 and 26**

Clinical Practice Tasks	Developmental Curriculum Alignment
	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>• Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group</li> </ul> <p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Teach a large group lesson that includes a discussion</li> </ul> <p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation</li> </ul> <p><u>Standard 4: Content Knowledge</u></p>

<input type="checkbox"/> Continue to take the lead role in planning, instruction, and assessment.	<ul style="list-style-type: none"> <li>• Include content-specific inquiry methods into unit planning and instruction</li> </ul> <p><u>Standard 5: Application of Content</u></p> <ul style="list-style-type: none"> <li>• Design learning opportunities that encourage students to integrate information from multiple content sources</li> </ul> <p><u>Standard 6: Assessment</u></p> <ul style="list-style-type: none"> <li>• Develop a rubric to assess a large assignment or major project</li> </ul> <p><u>Standard 7: Planning for Instruction</u></p> <ul style="list-style-type: none"> <li>• Design a unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning)</li> </ul> <p><u>Standard 8: Instructional Strategies</u></p> <ul style="list-style-type: none"> <li>• Use a variety of instructional strategies and groupings</li> </ul> <p><u>Standard 9: Professional Learning/Ethical Practice</u></p> <ul style="list-style-type: none"> <li>• Develop resumes and portfolios in preparation for professional life</li> </ul> <p><u>Standard 10: Leadership and Collaboration</u></p> <ul style="list-style-type: none"> <li>• Plan and conduct a meeting with a parent or guardian</li> </ul>
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**Weeks 27 and 28**

Clinical Practice Tasks	Developmental Curriculum Alignment
<input type="checkbox"/> Discuss your understanding of learner development as a result of clinical practice with your P-12 and MU clinical educators.	<p><u>Standard 1: Learner Development</u></p> <ul style="list-style-type: none"> <li>• Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group</li> </ul>
<input type="checkbox"/> Review the differentiated instructional practices you have been using to support diverse learners with your P-12 clinical educator.	<p><u>Standard 2: Learning Differences</u></p> <ul style="list-style-type: none"> <li>• Explain various special needs of students in a classroom setting</li> </ul>
<input type="checkbox"/> Reflect on how the classroom environment you have created supports student engagement and learning.	<p><u>Standard 3: Learning Environments</u></p> <ul style="list-style-type: none"> <li>• Reflect and compare how various environments affect learning, social interaction, and self-motivation</li> </ul>
<input type="checkbox"/> Review your understanding of the central concepts, tools of inquiry, and structures of the discipline(s) you teach with your P-12 and MU clinical educators.	<p><u>Standard 4: Content Knowledge</u></p> <ul style="list-style-type: none"> <li>• Demonstrate a process for rapidly accessing content information when designing a unit</li> </ul>

- Return all texts and other instructional materials.
- Record all grades and complete all record keeping. Review all records with your P-12 clinical educator.
- Discuss your ability to plan lessons that support every student in meeting rigorous learning goals with your P-12 and MU clinical educators.
- Discuss the effectiveness of various instructional strategies for deepening understanding and developing skills with your P-12 and MU clinical educators.
- Complete the CPAST final evaluation form in collaboration with your P-12 and MU clinical educators.
- Attend the Certification Meeting.

Standard 5: Application of Content

- Design learning opportunities that encourage students to integrate information from multiple content sources

Standard 6: Assessment

- Develop a classroom grading policy

Standard 7: Planning for Instruction

- Choose, appraise, and modify tools, texts, and materials to optimize learning goals

Standard 8: Instructional Strategies

- Enact a series of lessons on a topic central to the discipline

Standard 9: Professional Learning/Ethical Practice

- Develop resumes and portfolios in preparation for professional life

Standard 10: Leadership and Collaboration

- Attend community events

## TEACHER CANDIDATE

Clinical practice is a full year experience that connects the research and theory-based instruction of the university educator preparation program to the world of pedagogical decision-making and classroom implementation. This comprehensive internship requires additional time outside of the placement classroom to prepare lessons, locate materials, assess student work, etc.

It is important for all teacher candidates to be aware that your P-12 clinical educator is responsible for the welfare of the class and will continue to work with the learners after your clinical practice experience has ended. As a guest of the district, you must adjust to the philosophy and practices of the school and the P-12 clinical educator.

A suggested timeline of activities based on readiness, ability, and experience level is provided for you in the Timeline tab. The timeline outlines a progression in which the teacher candidate gradually assumes responsibility in the classroom. The timeline is meant to show the sequence of progress only. The exact schedule needs to be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the candidate.

Guidelines for clinical practice:

- Read all sections of the clinical practice handbook.
- Conduct yourself as a professional, conforming to the rules and customs of the school/program/district including appropriate professional attire and good personal hygiene.
- Participate in all activities assigned to the P-12 clinical educator when present (e.g., staff meetings, professional development opportunities, parent conferences, preparing instructional materials, duties).
- Maintain confidentiality.
- Introduce yourself to the instructional staff members and school personnel in your building, the principal/administrator, administrative assistant, custodians, cooks, etc.
- Learn the names of students as quickly as possible.
- Familiarize yourself with the curriculum implemented in the classroom.
- Take the initiative to discuss questions or concerns with your P-12 and MU clinical educators. Set aside a specific time to go over questions and concerns.
- Continuously evaluate your work and strive for improvement.
- Show readiness to assume increasing responsibility as the internship progresses.

- Meet all responsibilities promptly and effectively. If at any time you are unable to be present in your placement setting according to the schedule you have prearranged with your P-12 clinical educator, please notify your P-12 clinical educator, MU clinical educator, and the school in advance.
- Adhere to national, state and local laws as well as the policies and procedures of the host school/district/program.
  - Comply with your responsibilities regarding reporting child abuse and neglect. Training: Reporting Child Abuse and Neglect, What School Personnel Need to do: <https://www.state.nj.us/education/students/safety/socservices/abuse/training/>
- Review the New Jersey Professional Standards for Teachers ([www.state.nj.us/education/](http://www.state.nj.us/education/)); NJSLs (<https://www.nj.gov/education/cccs/>) and relevant SPA standards (see tab).
- Attend seminars and focus group meetings as required (you will receive a focus group schedule by email during the second semester of clinical practice).
- Adhere to all deadlines listed in this handbook and those set by your P-12 clinical educator and MU clinical educator.
- Effectively fulfill all course requirements.

\* *Candidates with split placements should discuss their teaching responsibilities with all associated P-12 clinical educators and their assigned MU clinical educator.*

## **P-12 CLINICAL EDUCATOR**

The faculty, administrators, and staff of the School of Education at Monmouth University thank you for committing to one of the most important and meaningful roles in the preparation of future teachers. Classroom-based mentoring is a critical component of teacher preparation; prospective teachers need to build their professional knowledge through practice.

As a P-12 clinical educator, you will serve as both a model and guide for your yearlong teacher candidate during this experiential induction into the teaching profession. You should create ongoing opportunities for your teacher candidate to develop the High-Leverage Teaching competencies (see tab) that are necessary to successfully promote positive student outcomes and achievement in the classroom, provide support, and offer constructive feedback. To help your candidate master these important instructional capabilities, a suggested sequence of clinical experiences is articulated in the Developmental Curriculum Checklist (see tab). The goal is for each candidate to successfully engage in the clinical experiences outlined at each level in order to advance across the curriculum from initial toward continuous professional practice.

As part of our commitment to clinically-based teacher preparation, Monmouth University has adopted the co-teaching model (see tab) of professional internship. In the co-teaching approach, the P-12 clinical educator remains in the classroom with the professional intern and continues to play a vital role in facilitating student learning while mentoring the teacher candidate.

A suggested Timeline of activities (see tab) based on teacher candidate readiness, ability, and experience level is provided. The activities are aligned with the Developmental Curriculum and InTASC/NJPST standards. This suggested schedule represents a progression in which the teacher candidate gradually assumes responsibility in the classroom. The schedule is meant to show the sequence of progress only. Some candidates and situations allow a faster progression initially, while others begin at a slower rate and accelerate as their level of confidence grows. The exact schedule needs to be flexible and agreed upon by the P-12 clinical educator, the assigned MU clinical educator, and the candidate.

Each teacher candidate is required to complete an edTPA Teacher Performance Assessment portfolio (see tab). This is a subject-specific assessment that focuses on three tasks: planning, instruction, and assessment. Please support your teacher candidate as he/she develops and implements the edTPA portfolio (see edTPA tab: Teachers Who Support Teacher Candidates and edTPA Guidelines for Acceptable Candidate Support).

Thank you, again, for offering to share your expertise with a Monmouth University teacher candidate. This guided immersion in the classroom has proven to be one of the most valuable learning experiences for candidates in our teacher preparation program. In recognition of your essential contribution to teacher preparation, you will receive a certificate for professional development hours and a monetary stipend from the Monmouth University Office of Certification, Field Placements, and School Partnerships at the end of the clinical experience. If you choose to attend our mentor teacher academy, you may receive an additional monetary stipend.

To view orientation and course information, please refer to the Monmouth University eCampus site: [https://ecampus.monmouth.edu/login\\_guest.php](https://ecampus.monmouth.edu/login_guest.php)  
Log in.

User Name: cooperating.teacher (change to P-12 clinical educator?)

Password: teaching18

Select course: Clinical Practice (this is a view only site)

## **P-12 Clinical Educator's Roles and Responsibilities**

The P-12 clinical educator is required to be an appropriately certified professional educator with a minimum of three years teaching experience. The P-12 clinical educator serves as both a model and guide for the yearlong teacher candidate and is expected to have the professional skills and dispositions to create and maintain an appropriate learning environment. The P-12 clinical educator and MU clinical educator share responsibility for helping the teacher candidate develop and practice the knowledge, skills, and dispositions necessary to become a successful professional who has a positive impact on student learning. In accordance with N.J.A.C. 6A:9A-4.4, P-12 clinical educators shall provide continuous guidance and direction to assist candidates in professional development (see Appendix B). Guidelines follow:

- Become familiar with the teacher candidate's background: knowledge of previous experiences, perceived strengths and weaknesses, and family information.
- Prepare your class/classes for the teacher candidate. Be clear and consistent about the teacher candidate's duties and authority within the classroom.
- Orient the teacher candidate to the school/program by sharing schedules, emergency plans, the location of instructional facilities and supplies, the general rules of the school/program (such as dress code) and the school/program culture.
- Introduce the teacher candidate to staff members, administration, and other support personnel.



- Have a set of textbooks available for the teacher candidate. Provide helpful materials such as schedules, class rolls, school handbooks, curriculum guides, pertinent district/school policies, etc.
- Find a location where the teacher candidate can work and keep personal and professional materials in the classroom.
- Develop a cooperative partnership with the teacher candidate.
- Find ways for the teacher candidate to become actively involved in the classroom and with the students as soon as possible.
- Refer to the teacher candidate as another teacher when giving directions. (As you work in small groups, Ms. Smith and I will walk around and provide feedback. Feel free to ask either one of us a question during your project work time.)
- Work with your teacher candidate and assigned MU clinical educator to outline a schedule using the suggested Timelines (see tab) as a guide. Discuss how you and your teacher candidate will co-teach during the clinical experience.
- Specify what units of work are to be covered during the time you and the teacher candidate are co-teaching your class/classes. Reach a clear understanding of who will take the lead instructional role for each learning segment and what you would like your students to accomplish during the teacher candidate's internship.
- Orient the teacher candidate to the New Jersey Student Learning Standards and the New Jersey Professional Standards for Teaching (see tab). Discuss how the standards are applied in the program or curriculum for your subject/grade and the resources that are available.
- Explain the modifications and adaptations you make for students with special needs.
- Explain record keeping procedures: attendance reports, report cards, grade books, cumulative folders.
- Provide information on school policies and practices (criteria for grading and testing, discipline, etc.).
- Establish an understanding regarding the form and due dates for lesson plans and unit plans. (While your district may require only condensed lesson plans for each subject/class, the university requires that the teacher candidate keep detailed unit and lesson plans.)
- Assist in the selection of materials, use of instructional teaching techniques, and the development of a classroom environment that promotes student engagement and time on task.
- After the candidate teaches a lesson, discuss the strengths of the lesson, presentation, and areas needing improvement. Be straightforward,

detailed, and clear in the evaluation. Encourage reflection by the teacher candidate.

- Gradually allow the teacher candidate to assume greater responsibility for the activities of the classroom and to assume some or all of your duties including homeroom, hall duty, cafeteria, clubs, and playground to the degree permitted by your school administrator.
- Communicate frequently so the teacher candidate is aware of strengths and weaknesses. Set aside a specific time to sit down and conference.
- Support the teacher candidate as he/she develops and completes an edTPA portfolio. This portfolio documents the candidate's classroom work and includes lesson plans, unedited video clips of group instruction, student work samples, assessment of student learning, and reflective commentary on instruction (see edTPA tab: Teachers Who Support Teacher Candidates and edTPA Guidelines for Acceptable Candidate Support). The completed edTPA portfolio must be uploaded to Foliotek (refer to calendar in Resources).
- Explain how you assess the students in your classroom and how you determine the effect of your teaching on student learning.
- Review current Student Growth Objectives with the teacher candidate and explain development and implementation. Include the candidate in the planning process if possible.
- Make pupil data available to the teacher candidate as appropriate and according to district/school policy. Explain how this data is analyzed to determine student growth.
- Discuss the progress of the classroom students with the teacher candidate often during the clinical experience.
- Encourage and assist the teacher candidate in observing other classes and attending faculty meetings, PTA meetings, and other appropriate professional meetings or school events.
- Explain how you inform and involve families to promote effective home/school partnerships.
- Discuss the importance of professional development and explain your professional development activities.
- Collaborate with the assigned MU clinical educator and share your evaluation of the teacher candidate. Be candid in your assessment of strengths and weaknesses and report problems promptly. Please do not withhold criticisms or problems until the end.
- Complete online CFAST training (required for evaluating your teacher candidate):  
[https://osu.az1.qualtrics.com/jfe/form/SV\\_bCKDQCqeo1si3uR](https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR)

- Collaborate with both the MU clinical educator and teacher candidate to complete the scheduled midterm CPAST (**Appendix E**) and final CPAST (**Appendix F**) evaluations.
- Inform the MU clinical educator and building principal immediately if the teacher candidate encounters serious difficulties. Please also feel free to contact the Monmouth University Director of Field Placements (pheaney@monmouth.edu).

*Teacher candidates with split placements should discuss their teaching responsibilities with all P-12 clinical educators and the assigned MU clinical educator.*

## **Professional Development Hours**

P-12 clinical educators are eligible to receive professional development hours for mentoring a teacher candidate. A mentor or clinical educator may accrue one hour of professional development credit for each week of supervision. This activity may be included in the clinical educator's Professional Improvement Plan (PIP) as approved by a district administrator. Monmouth University will issue a certificate to the P-12 clinical educator at the end of each semester of clinical internship for professional development documentation.

### ***Honorarium for P-12 Clinical Educators***

An honorarium will be paid to the P-12 Clinical Educator upon fulfillment of all duties at the end of the clinical internship. The honorarium will be shared if more than one teacher serves in this capacity.

P-12 clinical educators are required to complete the **Payment for Contracted and Professional Services** form (**Appendix J**) and return it to the Office of Certification, Field Placements, and School Partnerships by **November 1 for the Fall semester** or **March 14 for the Spring semester** in order to receive the honorarium as well as the certificate for professional development documentation. Professional Development certificates will be mailed at the end of each semester to your placement school address. Honorariums will be mailed separately at the end of the clinical practice to your home address.

**Please mail to:**

Monmouth University  
 School of Education ~ Office of Certification, Field Placements, and School  
 Partnerships  
 400 Cedar Ave.  
 West Long Branch, NJ 07764-1898

**Or fax to:** 732-263-5277

## MU CLINICAL EDUCATOR

The clinical faculty is responsible for the on-site mentoring/supervision of teacher candidates assigned to the public and private schools or agencies of New Jersey. Their primary responsibility is to guide the student and ensure that this rigorous, full-time experience is based on educational research and linked to local, state, and national standards.

As an official representative of Monmouth University, the clinical faculty acts as a liaison between the university and the participants in the host school - the teacher candidate, the cooperating teacher, and the school administration - and serves as a resource person for these individuals. The clinical faculty looks for observable growth in the teacher candidate's instructional competence, confidence, disposition, comprehension of the teaching-learning process, and effect on P-12 student learning.

The School of Education wants our teacher candidates to view their relationship with the clinical faculty as one in which they can discuss problems openly and frankly. Mutual analysis and collaboration should result in procedures for solving problems.

The clinical faculty visits the teacher candidate throughout the semester. Although most clinical faculty inform the teacher candidate of an impending visit in advance, notification is not required. Each clinical faculty completes a minimum of six visits (see Appendix B). As an instructional leader, you will offer professional guidance, feedback and support for excellent teaching.

### Responsibilities of the Clinical Educator

1. Use the Candidate Preservice Assessment of Student Teaching (CPAST) Supervisor Checklist (Appendix A1).
2. Complete online CPAST training:  
[https://osu.az1.qualtrics.com/jfe/form/SV\\_bCKDQCqeo1si3uR](https://osu.az1.qualtrics.com/jfe/form/SV_bCKDQCqeo1si3uR)
3. Have each candidate complete a Schedule for Clinical Faculty form for your convenience (Appendix A).
4. Visit a minimum of six (6) times, five (5) times to observe the teacher candidate in accordance with N.J.A.C. 6A:9A-4.4 (b). Complete five Clinical Faculty Observation Reports (one for each formal observation based on the scoring guide found in the syllabus). Observations to include at least one technology lesson.

5. It may be necessary to visit a teacher candidate more frequently if they are having difficulty in their situation. **It is required that teacher candidates be observed throughout the entire semester** (see Appendix B).
6. Arrange visits to the school so the same subjects/classes are not observed each time.
7. Notify the principal's office of your presence in the school on each visit; try to confer with the principal at least once. Give the principal a copy of the Clinical Practice Handbook. In accordance with N.J.A.C. 6A:9A:4.4, it is required that teacher candidates be under the direct and continuous personal supervision of an appropriately certified cooperating teacher (see Appendix B).
8. Review and discuss the weekly reflections that the teacher candidate is required to submit electronically.
9. Review the teacher candidate's notebook at each formal observation. Check lesson plans, instructional materials, assessments, attendance sheet, etc. and provide guidance and comments as appropriate.
10. Confer with the teacher candidate and cooperating teacher during visits.
11. When appropriate and possible, plan a conference with the teacher candidate, cooperating teacher and clinical faculty.
12. Complete a Clinical Faculty Observation Report that is shared with the teacher candidate after each observation. Give guidance to the prospective educator so she/he can reflect and self-evaluate. Submit the original report to the Office of Certification, Field Placements, and School Partnerships after each observation. They must be emailed to [teaching@monmouth.edu](mailto:teaching@monmouth.edu). Suggestions should be offered and areas needing improvement noted. Please contact the Director of Field Placements if there are any concerns or problems.
13. Support candidates who are required to complete an edTPA portfolio. As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching – see edTPA tab/section: Guidelines for Acceptable Candidate Support (Revised April 2014)
14. As soon as a clinical faculty becomes aware of any serious problem that may necessitate altering or changing a teacher candidate's placement, the Director of Field Placements must be informed

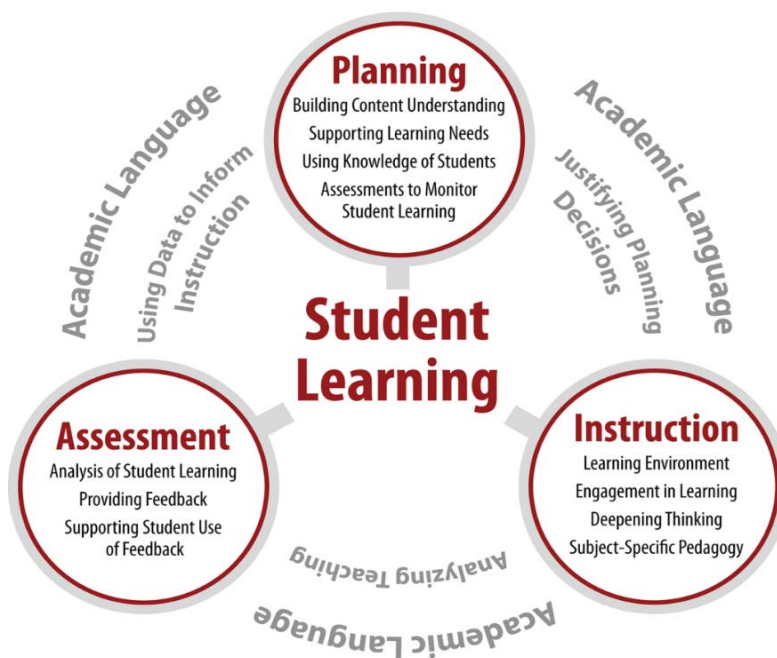
immediately. The clinical faculty should initiate an on-site conference with the candidate and cooperating teacher. The problem(s) should be defined and an immediate plan drafted to resolve the issue(s). The plan should describe expected teacher candidate activities and establish performance evaluation criteria for the remainder of the clinical practice experience.

15. Schedule an appointment to complete the midterm CPAST (Appendix E) in collaboration with the cooperating teacher and teacher candidate. The written identification of strengths and needs should help the candidate direct his/her efforts during the remainder of the clinical practice semester. Please document (in writing) any weaknesses and issues that have been identified and immediately contact the Director of Field Placements. Submit the midterm CPAST to the Office of Certification, Field Placements, and School Partnerships through Foliotek.
16. Schedule a consultation with the cooperating teacher and teacher candidate to complete a final CPAST (Appendix F). Submit the final CPAST to the Office of Certification, Field Placements, and School Partnerships through Foliotek.
17. In addition to the CPAST final, complete applicable Specialty Professional Association (SPA) final. Select the appropriate SPA Addendum under Appendices that matches the teacher candidates licensing areas.

## edTPA PORTFOLIO

The edTPA is a performance-based assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need in the classroom. The edTPA assessment builds on decades of teacher performance assessment development and research regarding teaching skills and practices that improve student learning. It is a subject-specific assessments that includes versions for 27 teaching fields. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment.

Teacher candidates must prepare a portfolio of materials during their clinical experience that demonstrates their readiness to teach through lesson plans designed to support their students' strengths and needs and provides evidence that they can engage real students in ambitious learning, analyze whether their students are learning, and adjust instruction to be more effective. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of this portfolio.



### **edTPA Additional Resources:**

Pearson Assessment: <http://www.pearsonassessments.com/teacherlicensure/edtpa.html>

Stanford Center for Assessment, Learning and Equity (SCALE):  
<https://scale.stanford.edu/teaching/edtpa>

### **TEACHER CANDIDATES:**

All teacher candidates (student teachers) will complete an edTPA portfolio during their final Clinical Practice semester. Candidates must use the state-approved edTPA handbook to complete the portfolio and submit it through Foliotek. Candidates will

document their classroom work that includes lesson plans, student assignments, assessments, unedited video clips of teaching, and commentaries on student learning and how instruction was adjusted to meet student needs.

During the 2018-2019 school year, teacher candidates must receive a completed score by Pearson to be recommended for NJ licensure and to successfully complete clinical practice and graduate. Teacher candidates whose edTPA submission does not satisfy the score requirement will have the opportunity to attempt additional edTPA submissions. The School of Education has set up an Advisory Committee and process to support these candidates. See Appendix O for SOE edTPA Policies & Procedures for Retakes.

**edTPA FOCUS GROUPS:** You have MU School of Education permission to leave your placement school to attend the focus groups. Please notify your cooperating teacher well in advance of these mandatory focus groups. Allow yourself ample time to arrive safely and on-time.

- The edTPA focus group meetings are mandatory and will be held from 9 a.m. to 4 p.m. **Bring your fully charged laptop to each session. Refer to the calendar in Resources.**

### **FOLIOTEK and edTPA PORTFOLIO**

Foliotek is an Integrated edTPA Platform and has a pre-built edTPA portfolio structure for each edTPA endorsement area (i.e., Elementary, Visual Arts, Secondary History/Social Studies, etc.).

The edTPA portfolio that you will be required to complete this semester has been administratively added to your Foliotek account.

Sign-in to your Foliotek account, select: Change/Add Portfolio and select your assigned edTPA portfolio to begin. There is a tutorial on the Foliotek site that will answer any questions you might have titled: Presentation Portfolio Builder

**Completed edTPA portfolios MUST BE UPLOADED to Foliotek by midnight (refer to calendar for deadline)**

**DO NOT** register or transfer your completed edTPA Portfolio with Pearson until you are directed to do so by the Certification, Field Placements and School Partnerships Office.



## P12 CLINICAL EDUCATORS:

# COLLABORATING TO PROMOTE EFFECTIVE INSTRUCTION

## Teachers Who Support Teacher Candidates

edTPA® thanks cooperating teachers for the essential role they play to support and mentor teacher candidates. These teachers are helping to ensure that all beginning teachers are prepared to teach effectively. In many states this work includes edTPA®, an assessment and support system that requires candidates to demonstrate what they can and will do in the classroom to help all students learn.

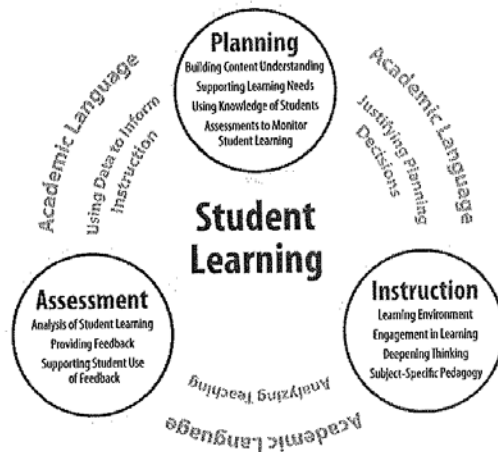
edTPA® is intended to be used at the end of an educator preparation program for program completion or teacher licensure and to support state or national program accreditation.

P-12 teachers who supervise or support teacher candidates in their clinical experiences will see how the edTPA® process encourages feedback and self-reflection that nurtures professional growth and preparation for classroom instruction. edTPA® also supports the school in which candidates teach. Teacher candidates will develop lesson plans to engage students in learning consistent with the host school's standards and curricula.

## Evidence of Effective Practice

Teacher candidates preparing for edTPA® will document their classroom work by submitting a portfolio that includes lesson plans, student assignments, assessments, unedited video clips of the candidate teaching, and commentaries on student learning and how the candidate adjusted instruction to meet student needs.

## The edTPA® Teaching Cycle is Focused on Student Learning



*"I love the fact that they video record and analyze what they are doing. The commentaries require them to think about their work. They are forced to teach in every sense of the word."*

– Cooperating Teacher LaSaundra Colson Wade  
Science Department Chair  
A. E. Beach High School, Savannah, GA

edTPA®

**SCALE**  
Stanford Center for Assessment, Learning, & Equity

## What You Can Expect

As a supervising teacher, your role will be the same as always—offering support for excellent teaching. Teacher candidates going through edTPA®, however, may need your input about the context and background of the students in your classroom early in the process so that they can learn to plan instruction based on specific student strengths and needs. Also, you may find that candidates want to spend more time reflecting on their instruction and lessons in preparation for the written commentaries they must submit.

**Video recording may be a new requirement for teacher candidates.** Candidates are expected to follow the cooperating school's policies and protocols for obtaining the necessary parental/guardian permission or to place those students without permission off-camera. Teacher candidates are instructed to submit video clips that do not include the candidate's name, the names of the cooperating teacher, school, district or the last names of students. During the edTPA® registration and submission process, candidates acknowledge and agree that the video can only be used according to the parameters of the release forms obtained for children and/or adults who appear in the video, and that public posting or sharing of videos is prohibited unless expressed permission has been received from those individuals appearing in the video.

## Candidate Supports within the edTPA® Process

### Acceptable Supports

Cooperating teachers working with candidates going through edTPA® are encouraged to support candidates as they always would, though edTPA® offers unique opportunities for support:



Discuss edTPA® tasks and scoring rubrics



Use rubric constructs or rubric language to evaluate and debrief observations made by cooperating teachers as part of the clinical supervision process



Discuss samples of previously completed edTPA® portfolio materials (with permissions granted)



Ask probing questions about candidates' draft edTPA® responses or video recordings, without directly editing the writing or providing specific answers to edTPA® prompts



Discuss support documents (such as Making Good Choices) about lessons or examples to use within the assessment



Arrange technical assistance for the video portion of the assessment

### Unacceptable Supports

Because edTPA® is a summative assessment typically tied to licensure or program completion, certain forms of support are not allowed, such as:



Don't edit a candidate's official materials prior to submission



Don't instruct candidates on which video clips to select for submission



Don't offer critiques of candidate responses that provide specific, alternative responses, prior to submission for official scoring



Don't upload candidate edTPA® responses (written responses or videotape entries) on public access social media websites

## **SUPPORT GUIDELINES FOR MU CLINICAL EDUCATORS AND P12 CLINICAL EDUCATORS:**



### **edTPA Guidelines for Acceptable Candidate Support Revised April 2014**

edTPA is a summative, subject-specific portfolio-based assessment of teaching performance, completed during a preparation program within a clinical field experience. edTPA is designed to assess a teaching candidates' readiness to teach.

Given the placement of edTPA within an educational program, professional conversations about teaching and learning associated with the outcomes assessed in edTPA are expected and encouraged. Consistent with research on student learning,<sup>1</sup> programs are encouraged to help candidates examine expectations for performance evaluated by edTPA in meaningful ways and discuss how they will demonstrate their performance in relation to those expectations. One highly effective way to clarify what edTPA requires AND prepare candidates to teach well is to closely examine the rubrics. Faculty, supervisors and cooperating teachers should take time to examine the language, structure and progression of the edTPA rubrics during formative experiences throughout the program.

Candidates receive a variety of support during their coursework and fieldwork to help prepare for and respond to the tasks of edTPA. For example, within their coursework and key program assignments and activities, candidates receive feedback from instructors and fellow candidates. A methodology class could include assignments related to curriculum and lesson design, and an educational psychology class could include assignments related to analyzing student assessment data: both activities could help support the candidate's thinking about how to design lessons and understand assessment in relationship to the expectations identified in edTPA. Instructors typically also provide feedback to candidates relative to the teaching standards of their field and any state standards for teaching performance addressed within the coursework and assignments.

During field experiences, candidates are trying out what they have learned, and they receive feedback on their performance from supervisors, cooperating teachers, and other support providers. These activities and formative experiences provide opportunities for candidates to "practice the activities of edTPA" and to synthesize their learning from the program. . Preparation for edTPA offers many collegial opportunities for candidates to share and discuss their experiences as well as to share and discuss responses to practice activities.

Although many program activities and experiences provide acceptable forms of support for candidates within the edTPA process, other activities are not acceptable within a summative assessment process that is intended to determine whether each candidate individually demonstrates mastery of state/program standards and should be recommended for an initial license.

This document clarifies what are acceptable forms of support for candidates during the edTPA process and what are unacceptable forms of support. It replaces earlier versions posted at <http://edtpa.aacte.org/> and <https://www.edtpa.com/>.

<sup>1</sup> Black, P., & William, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*. Retrieved from <https://www.measuredprogress.org/documents/10157/15653/InsideBlackBox.pdf>



### Acceptable Forms of Support for Candidates within the edTPA Process

The following are examples of acceptable types of support for candidates within the edTPA process:

- Providing candidates with access to handbooks and other explanatory materials about edTPA and expectations for candidate performance on the assessment
- Explaining edTPA tasks and scoring rubrics and guiding discussions about them
- Providing and discussing support documents such as *Making Good Choices* about what lessons or examples to use within the assessment responses
- Discussing samples of previously completed edTPA portfolio materials (where appropriate permissions have been granted)
- Engaging candidates in formative experiences aligned with edTPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Explaining scoring rubrics, and using these rubrics in formative exercises or assignments<sup>2</sup>
- Using rubric constructs or rubric language to evaluate and debrief observations made by field supervisors or cooperating teachers as part of the clinical supervision process
- Offering candidate seminars focusing on the skills and abilities identified in edTPA, such as an Academic Language seminar
- Asking probing questions about candidates' draft edTPA responses or videorecordings, without providing direct edits of the candidate's writing or providing candidates with specific answers to edTPA prompts
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment

### Unacceptable Forms of Candidate Support during the Assessment

The following provides examples of unacceptable types of support for candidates within the edTPA process:

- Editing a candidate's official materials prior to submission
- Offering critique of candidate responses that provides specific, alternative responses, prior to submission for official scoring
- Telling candidates which video clips to select for submission
- Uploading candidate edTPA responses (written responses or videotape entries) on public access social media websites.

<sup>2</sup> Note: If candidates, peers, or instructors use rubrics in formative exercises or assignments, they must be aware that such local scoring cannot be assumed to be comparable to the scoring conducted by trained evaluators who have met calibrated scoring standards.

## GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS:

edTPA®

# edTPA® GUIDANCE FOR P-12 ADMINISTRATORS AND LEADERS



Developed for educators by educators, edTPA® is the first nationally available, performance-based assessment for beginning teachers. This brochure provides P-12 administrators and leaders with guidance for using edTPA® evidence to support new teachers during induction, implement teacher evaluation and discuss best teaching practices. edTPA® lays the foundation for this work by requiring candidates to demonstrate the knowledge and skills necessary to help all students learn in real classrooms.

As a school district leader or P-12 building level administrator, you will see how edTPA® supports a rigorous and meaningful experience for aspiring teachers and students. More importantly, edTPA® promotes positive learning outcomes for your students.

## Supporting edTPA® Teacher Candidates in your School

- ✓ As an instructional leader, you will continue to offer instructional leadership and support for excellent teaching.
- ✓ Cooperating teachers will assist teacher candidates with documenting school context, demographics and academic strength and needs of their students.
- ✓ Candidates will tailor their teaching to your school context and reflect on their planning, instruction and assessment practices in preparation for the written commentaries they must submit.

### Acceptable Forms of Support

Candidates can and should be supported during their edTPA® clinical experiences as usual. Supports include:



**Modeling**  
best teaching  
practices



**Discussing**  
students' learning  
strengths/needs



**Observing**  
and providing  
feedback

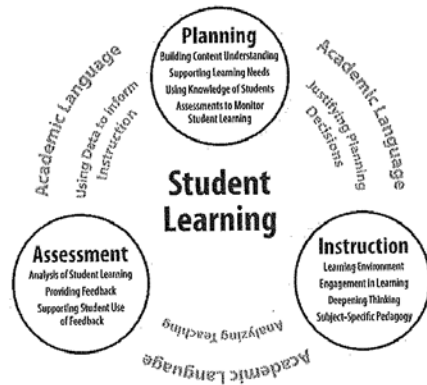
*The document [Teachers Who Support Teacher Candidates](#) clarifies acceptable and unacceptable forms of support for candidates during the summative edTPA® process.*

edTPA® has been developed as a support and assessment system for licensure and national and state accreditation by the Stanford Center for Assessment, Learning and Equity (SCALE) in partnership with the American Association of Colleges for Teacher Education (AACTE).  
Download Using edTPA®

**SCALE**

## A Focus on Student Learning

Teacher candidates will develop lesson plans and engage students in learning consistent with your school's mission, standards and curricula. edTPA's® common architecture consists of three interconnected tasks embedded in clinical practice and highlighted in the chart below.



- edTPA's® 15 rubrics (five for each task) evaluate high-leverage teaching behaviors.
- edTPA® rubrics have points of alignment with InTASC, Marzano and Danielson Frameworks, CCSS, NGSS and CAEP/SPA standards.
- Administrators can contact their preparation program partners for access to subject-specific edTPA® handbooks.

## Formative Use of edTPA® Results for Professional Development

edTPA® is intended to be used as a summative assessment given at the end of an educator preparation program for program completion or teacher licensure and to support state and national program accreditation. However, edTPA® score results can be used formatively to assist administrators and in-service teachers with the reflective goal-setting process required for professional development.

Candidates, and those who support them, are encouraged to use edTPA's® subject-specific rubrics and their five level progressions as a guide to professional development planning. The five-level scale used for edTPA® rubrics represents a continuum of practice from not quite ready to teach to advanced beginning teacher. Each rubric progression shows an expanding repertoire of skills and strategies for teaching and a deepening rationale.

Candidates are encouraged to complete the edTPA® Professional Development Plan® with guidance from cooperating teachers and program clinical supervisors, and to use varied sources of evidence to reflect on and analyze their teaching effectiveness. The optional follow-up plan can be used throughout the early years of teaching in conjunction with district/state induction requirements or observation/evaluation systems, and perhaps, as initial preparation for pursuit of National Board Certification.

## Confidentiality and Security

For candidates who submit edTPA® portfolios for official scoring, policies and procedures have been developed for the handling of materials and data for each phase of the submission and scoring process. To review the guidance information provided to candidates, please view the document [Confidentiality and Security of edTPA® Candidate Materials and Assessment Data](#).

### For More Information

To learn more about edTPA® and become a member of the edTPA® community, visit [www.edTPA.AACTE.org](http://www.edTPA.AACTE.org). The edTPA® trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA® trademarks is permitted only pursuant to the terms of a written license agreement.

## RESOURCES

Co-teaching

High Leverage Practices

High Leverage Teaching Tasks

Developmental Curriculum Checklist

Calendar

## NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS (NJPST) *as of August 4, 2014*

The Professional Standards for Teacher identify the knowledge, skills, and dispositions that teachers need to practice responsibly. Teacher candidates must demonstrate competence on the NJPST to be eligible for teacher certification.

Candidates Proficiency <i>(see page 1)</i>	Standards
1, 3, 5	<b><u>Standard One – Learner Development</u></b> – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
3, 5, 8	<b><u>Standard Two – Learning Differences</u></b> – 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.
3, 4, 7	<b><u>Standard Three – Learning Environments</u></b> – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
1, 2	<b><u>Standard Four –Content Knowledge</u></b> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
2, 7	<b><u>Standard Five – Application of Content</u></b> – 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.
6, 9, 10	<b><u>Standard Six – Assessment</u></b> – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.
5, 6, 7	<b><u>Standard Seven – Planning for Instruction</u></b> –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.
4, 8	<b><u>Standard Eight – Instructional Strategies</u></b> – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
10, 11 12	<b><u>Standard Nine – Professional Learning</u></b> – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.
11, 12	<b><u>Standard Ten – Leadership and Collaboration</u></b> – 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.
11	<b>Standard Eleven – Ethical Practice</b> – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>  
6A:9-3.3 Professional standards for teachers

### Standard One – Learner Development

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

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>1.i.1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;</p> <p>1.i.2 The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and</p> <p>1.i.3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>1.ii.1 The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;</p> <p>1.ii.2 The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs;</p> <p>1.ii.3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and</p> <p>1.ii.4 The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p>	<p>1.iii.1 The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development;</p> <p>1.iii.2 The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning;</p> <p>1.iii.3 The teacher takes responsibility for promoting learners' growth and development; and</p> <p>1.iii.4 The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>

### Standard Two – Learning Differences

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

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
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2.i.1 The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;

2.i.2 The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;

2.i.3 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;

2.i.4 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;

2.i.5 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and

2.i.6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

2.ii.1 The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities;

2.ii.2 The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;

2.ii.3 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;

2.ii.4 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;

2.ii.5 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and

2.ii.6 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

2.iii.1 The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;

2.iii.2 The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;

2.iii.3 The teacher makes learners feel valued and helps them learn to value each other; and

2.iii.4 The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

### Standard Three - Learning Environments

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

**PERFORMANCES:**

**ESSENTIAL KNOWLEDGE:**

**CRITICAL DISPOSITIONS:**

<p><b>3.i.1</b> The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;</p> <p><b>3.i.2</b> The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;</p> <p><b>3.i.3</b> The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;</p> <p><b>3.i.4</b> The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention;</p> <p><b>3.i.5</b> The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;</p> <p><b>3.i.6</b> The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;</p> <p><b>3.i.7</b> The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and</p> <p><b>3.i.8</b> The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.</p>	<p><b>3.ii.1</b> The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;</p> <p><b>3.ii.2</b> The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;</p> <p><b>3.ii.3</b> The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;</p> <p><b>3.ii.4</b> The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;</p> <p><b>3.ii.5</b> The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and</p> <p><b>3.ii.6</b> The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.</p>	<p><b>3.iii.1</b> The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;</p> <p><b>3.iii.2</b> The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;</p> <p><b>3.iii.3</b> The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and</p> <p><b>3.iii.4</b> The teacher seeks to foster respectful communication among all members of the learning community.</p>
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### Standard Four – Content Knowledge

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

<b>PERFORMANCES:</b>	<b>ESSENTIAL KNOWLEDGE:</b>	<b>CRITICAL DISPOSITIONS:</b>
<p><b>4.i.1</b> The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through</p>	<p><b>4.ii.1</b> The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of</p>	<p><b>4.iii.1</b> The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally</p>

<p>learning progressions, and promote each learner's achievement of content standards;</p> <p><b>4.i.2</b> The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;</p> <p><b>4.i.3</b> The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;</p> <p><b>4.i.4</b> The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;</p> <p><b>4.i.5</b> The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;</p> <p><b>4.i.6</b> The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;</p> <p><b>4.i.7</b> The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;</p> <p><b>4.i.8</b> The teacher creates opportunities for students to learn, practice, and master academic language in their content; and</p> <p><b>4.i.9</b> The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.</p>	<p>knowing that are central to the discipline(s) he or she teaches;</p> <p><b>4.ii.2</b> The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;</p> <p><b>4.ii.3</b> The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;</p> <p><b>4.ii.4</b> The teacher knows how to integrate culturally relevant content to build on learners' background knowledge;</p> <p><b>4.ii.5</b> The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;</p> <p><b>4.ii.6</b> The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and</p> <p><b>4.ii.7</b> The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.</p>	<p>situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;</p> <p><b>4.iii.2</b> The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;</p> <p><b>4.iii.3</b> The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;</p> <p><b>4.iii.4</b> The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and</p> <p><b>4.iii.5</b> The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.</p>
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### Standard Five – Application of Content

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

<b>PERFORMANCES:</b>	<b>ESSENTIAL KNOWLEDGE:</b>	<b>CRITICAL DISPOSITIONS:</b>
<p><b>5.i.1</b> The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example,</p>	<p><b>5.ii.1</b> The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and</p>	<p><b>5.iii.1</b> The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;</p>

<p>a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);</p> <p>5.i.2 The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);</p> <p>5.i.3 The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;</p> <p>5.i.4 The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;</p> <p>5.i.5 The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;</p> <p>5.i.6 The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;</p> <p>5.i.7 The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and</p> <p>5.i.8 The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>limitations of each approach in addressing problems, issues, and concerns.</p> <p>5.ii.2 The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;</p> <p>5.ii.3 The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;</p> <p>5.ii.4 The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;</p> <p>5.ii.5 The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;</p> <p>5.ii.6 The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;</p> <p>5.ii.7 The teacher understands creative thinking processes and how to engage learners in producing original work; and</p> <p>5.ii.8 The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p>	<p>5.iii.2 The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and</p> <p>5.iii.3 The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>
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### Standard Six - Assessment

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

<b>PERFORMANCES:</b>	<b>ESSENTIAL KNOWLEDGE:</b>	<b>CRITICAL DISPOSITIONS:</b>
<p>6.i.1 The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;</p>	<p>6.ii.1 The teacher understands the differences between formative and</p>	<p>6.iii.1 The teacher is committed to engaging learners actively in assessment processes and to developing</p>

<p>6.i.2 The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;</p> <p>6.i.3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning;</p> <p>6.i.4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;</p> <p>6.i.5 The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;</p> <p>6.i.6 The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;</p> <p>6.i.7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences;</p> <p>6.i.8 The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and</p> <p>6.i.9 The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p>	<p>summative applications of assessment and knows how and when to use each;</p> <p>6.ii.2 The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;</p> <p>6.ii.3 The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;</p> <p>6.ii.4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;</p> <p>6.ii.5 The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;</p> <p>6.ii.6 The teacher knows when and how to evaluate and report learner progress against standards; and</p> <p>6.ii.7 The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs</p>	<p>each learner's capacity to review and communicate about their own progress and learning;</p> <p>6.iii.2 The teacher takes responsibility for aligning instruction and assessment with learning goals;</p> <p>6.iii.3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;</p> <p>6.iii.4 The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;</p> <p>6.iii.5 The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and</p> <p>6.iii.6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>
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### Standard Seven – Planning for Instruction

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

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>7.i.1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;</p> <p>7.i.2 The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and</p>	<p>7.ii.1 The teacher understands content and content standards and how these are organized in the curriculum;</p> <p>7.ii.2 The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;</p>	<p>7.iii.1 The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction;</p> <p>7.iii.2 The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;</p>

<p>materials to differentiate instruction for individuals and groups of learners;</p> <p>7.i.3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;</p> <p>7.i.4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;</p> <p>7.i.5 The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and</p> <p>7.i.6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p>	<p>7.ii.3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;</p> <p>7.ii.4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;</p> <p>7.ii.5 The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;</p> <p>7.ii.6 The teacher knows when and how to adjust plans based on assessment information and learner responses; and</p> <p>7.ii.7 The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).</p>	<p>7.iii.3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and</p> <p>7.iii.4 The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>
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### Standard Eight Instructional Strategies

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

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p>8.i.1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;</p> <p>8.i.2 The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;</p> <p>8.i.3 The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;</p>	<p>8.ii.1 The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;</p> <p>8.ii.2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;</p> <p>8.ii.3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;</p>	<p>8.iii.1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;</p> <p>8.iii.2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;</p> <p>8.iii.3 The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and</p> <p>8.iii.4 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>

<p><b>8.i.4</b> The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;</p> <p><b>8.i.5</b> The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;</p> <p><b>8.i.6</b> The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;</p> <p><b>8.i.7</b> The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;</p> <p><b>8.i.8</b> The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes; and</p> <p><b>8.i.9</b> The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.</p>	<p><b>8.ii.4</b> The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;</p> <p><b>8.ii.5</b> The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and</p> <p><b>8.ii.6</b> The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p>	
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### Standard Nine – Professional Learning

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

<b>PERFORMANCES:</b>	<b>ESSENTIAL KNOWLEDGE:</b>	<b>CRITICAL DISPOSITIONS:</b>
<p><b>9.i.1</b> The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;</p> <p><b>9.i.2</b> The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;</p> <p><b>9.i.3</b> Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of</p>	<p><b>9.ii.1</b> The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;</p> <p><b>9.ii.2</b> The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and</p> <p><b>9.ii.3</b> The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and</p>	<p><b>9.iii.1</b> The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;</p> <p><b>9.iii.2</b> The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;</p> <p><b>9.iii.3</b> The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and</p>



<p>teaching and learning and to adapt planning and practice; and</p> <p><b>9.i.4</b> The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.</p>	<p>observations, data on learner performance, and school- and system-wide priorities.</p>	<p><b>9.iii.4</b> The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</p>
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**Standard Ten – Leadership and Collaboration**

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

<b>PERFORMANCES:</b>	<b>ESSENTIAL KNOWLEDGE:</b>	<b>CRITICAL DISPOSITIONS:</b>
<p><b>10.i.1</b> The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning;</p> <p><b>10.i.2</b> The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;</p> <p><b>10.i.3</b> The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;</p> <p><b>10.i.4</b> The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;</p> <p><b>10.i.5</b> Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;</p> <p><b>10.i.6</b> The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;</p> <p><b>10.i.7</b> The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;</p> <p><b>10.i.8</b> The teacher uses and generates meaningful research on education issues and policies;</p> <p><b>10.i.9</b> The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead</p>	<p><b>10.ii.1</b> The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;</p> <p><b>10.ii.2</b> The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;</p> <p><b>10.ii.3</b> The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and</p> <p><b>10.ii.4</b> The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p>	<p><b>10.iii.1</b> The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;</p> <p><b>10.iii.2</b> The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;</p> <p><b>10.iii.3</b> The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;</p> <p><b>10.iii.4</b> The teacher takes responsibility for contributing to and advancing the profession; and</p> <p><b>10.iii.5</b> The teacher embraces the challenge of continuous improvement and change.</p>

professional learning activities, and to serve in other leadership roles;

**10.i.10** The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and

**10.i.11** The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

### Standard Eleven – Ethical Practice

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

PERFORMANCES:	ESSENTIAL KNOWLEDGE:	CRITICAL DISPOSITIONS:
<p><b>11.i.1</b> The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;</p> <p><b>11.i.2</b> The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;</p> <p><b>11.i.3</b> The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;</p> <p><b>11.i.4</b> The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;</p> <p><b>11.i.5</b> The teacher maintains professional relationships with students and colleagues;</p> <p><b>11.i.6</b> The teacher provides access to various points of view without deliberate distortion of subject matter; and</p> <p><b>11.i.7</b> The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.</p>	<p><b>11.ii.1</b> he teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;</p> <p><b>11.ii.2</b> The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);</p> <p><b>11.ii.3</b> The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and</p> <p><b>11.ii.4</b> The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.</p>	<p><b>11.iii.1</b> The teacher recognizes that an educator's actions reflect on the status and substance of the profession;</p> <p><b>11.iii.2</b> The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;</p> <p><b>11.iii.3</b> The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and</p> <p><b>11.iii.4</b> The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.</p>

## **InTASC: Interstate Teacher Assessment and Support Consortium**

InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0:

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

### **NEW JERSEY STUDENT LEARNING STANDARDS**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards (NJSLS) include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

**21<sup>st</sup> Century Life and Careers:** <http://www.state.nj.us/education/aps/cccs/career/>

**Comprehensive Health and Physical Education:** <http://www.state.nj.us/education/aps/cccs/chpe/>

**Language Arts Literacy:** <http://www.state.nj.us/education/aps/cccs/lal/>

**Mathematics:** <http://www.state.nj.us/education/aps/cccs/math/>

**Science:** <http://www.state.nj.us/education/aps/cccs/science/>

**Social Studies:** <http://www.state.nj.us/education/aps/cccs/ss/>

**Technology:** <http://www.state.nj.us/education/aps/cccs/tech/>

**Visual and Performing Arts:** <http://www.state.nj.us/education/aps/cccs/arts/>

**World Languages:** <http://www.state.nj.us/education/aps/cccs/wl/>

### **SPECIALTY PROFESSIONAL ASSOCIATION (SPA) STANDARDS**

The Specialty Professional Association (SPA) standards are professional teaching standards by content area as established by official national organizations. If you have not already done so, please become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. You will need to refer to these when planning lessons and units.

The SPA standards are grounded in research and best teaching practices. They tap the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues.

*Provided below are the web links for professional teaching standards by content area as established by official national organizations. Some of the web sites have a specific link to the standards; for others, you will have to enter the word "standards" and/or "advanced search".*

**Art** - NCCAS: National Core Arts Standards: <http://www.nationalartsstandards.org/>

**Elementary** - ACEI: Association for Childhood Education International [www.acei.org](http://www.acei.org)

**English** - NCTE: National Council of Teachers of English <http://www.ncte.org>

**ESL** - TESOL: Teachers of English to Speakers of Other Languages <http://www.tesol.org>

**Foreign Languages** - ACTFL: American Council on the Teaching of Foreign Languages <http://www.actfl.org>

**Health** - AAHPERD, AAHE: American Alliance for Health, Physical Education, Recreation and Dance, American Association for Health Education <http://www.aahperd.org>

**Math** - NCTM: National Council of Teachers of Mathematics <http://www.nctm.org>

**Middle School** - Association for Middle Level Education [www.amle.org](http://www.amle.org)

**Music** - NCCAS: National Core Arts Standards: <http://www.nationalartsstandards.org/>

**Physical Education** - AAHPERD, NASPE: American Alliance for Health, Physical Education, Recreation and Dance, National Association for Sport and Physical Education <http://www.shapeamerica.org/standards/pe/>

**P-3** – NAEYC: National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)

**Reading** - IRA: International Reading Association <http://www.reading.org>

**Science** - NSTA: National Science Teachers Association <http://www.nsta.org>

**Social Studies** - NCSS: National Council for the Social Studies <http://www.ncss.org>

**Special Education** - CEC: Council for Exceptional Children <http://www.cec.sped.org>

## APPENDICES

Appendix A:	Schedule for Clinical Faculty
Appendix A1:	CPAST Supervisor Checklist
Appendix B:	NJ Administrative Code 6A:9A-4.4
Appendix C:	Lesson Plan
Appendix D:	Clinical Faculty Observation Report
Appendix D1:	Clinical Faculty Effectiveness Guidelines
Appendix E:	CPAST Midterm (submit to Foliotek)
Appendix F:	CPAST Final (submit to Foliotek)
Appendix G:	CPAST Consensus Sheet
Appendix G1:	CPAST Look Fors
Appendix H:	Clinical Practice Attendance Record
Appendix J:	Payment for Contracted and Professional Services
Appendix M:	Teacher Candidate Confidentiality Agreement
Appendix N:	Parent/Guardian/Student Release Form
Appendix O:	edTPA Policies and Procedures for Retakes
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## SPA FINAL ADDENDUMS

Appendix 1:	Elementary Education
Appendix 2:	Elementary and Middle School Education
Appendix 3:	Elementary, Middle School, and Special Education
Appendix 4:	Elementary and Special Education
Appendix 5:	Special Education
Appendix 6:	Foreign Language
Appendix 7:	Foreign Language and Special Education
Appendix 8:	Mathematics
Appendix 9:	Mathematics and Special Education
Appendix 10:	P-3 and Elementary Education
Appendix 11:	P-3 and Special Education
Appendix 12:	P-3, Elementary, and Special Education
Appendix 13:	Science
Appendix 14:	Science and Special Education
Appendix 15:	Social Studies
Appendix 16:	Social Studies and Special Education