Monmouth University   Developed by the CAEP State Alliance Clinical Experiences Design Team

The EPP has adopted The *Developmental Curriculum for Clinical Experiences,* which supports partnerships by facilitating communication and collaboration. The *Developmental Curriculum* is an explicit statement of expectations for clinical experiences across the entire teacher preparation program that uses commonly recognized practitioner language. This document enables stakeholders to refer to one concise document that summarizes program expectations and is expressed in practitioner language. The *Developmental Curriculum* facilitates communication across programs within individual teacher preparation institutions by helping teachers and professors better understand their role within the larger activities of the teacher candidate and the larger goals of the program.

S T A N D A R D S		**Initial Clinical Experience**	**Intermediate- Clinical Practice First Semester of Yearlong**		**Continuous-Clinical Practice Second Semester Yearlong**	
	Standard # 1 Learner Development	Talk with every student Learn names Help students make up work Observe/note different developmental stages of learners in a classroom Collect data on individual student behavior Collect data on learning preferences	Examine and compare student work for individual differences Visit another class at a different level and compare the level of work Identify and discuss individual differences within a developmental stage of a student in at least two areas (cognitive, linguistic, social, emotional, and physical)	Design developmentally appropriate instruction Develop motivational strategies Analyze a small group of students over time noting changes in developmental stages in at least three areas (cognitive, linguistic, social, emotional, and physical)	Plan appropriate activities for a group of learners that have varied needs within a developmental level Implement instruction that is developmentally appropriate for a large group	Differentiate instruction according to students' developmental levels Create developmentally appropriate lesson and unit plans Implement instruction that is flexible enough to accommodate learners across varied developmental levels within a large group
	Standard # 2 Learning Differences	Sit near student with behavioral needs Deliver predetermined behavioral support plan Build relationships with individual students Observe and discuss how a teacher differentiates instruction for students of varied cultural and linguistic needs in a classroom setting	Observe and discuss special needs of individual students within a classroom setting Observe and discuss how a teacher differentiates instruction for students who vary culturally/linguistically or have a special need Create individualized materials for students who vary culturally/linguistically or have a special need	Design and deliver differentiated instruction for an individual student who varies culturally/linguistically or has a special need Create alternative assessments for students who vary culturally/linguistically or have a special need	Plan adaptations for a unit of instruction Create individualized materials Evaluate some students individually Adapt a lesson for a small group of students who vary culturally/linguistically or have a special need Provide individualized feedback to students who vary culturally/linguistically or have a special need	Differentiate instruction for students in a large group who vary culturally/linguistically or have a special need Teach a large group lesson that includes a discussion of student differences Explain various special needs of students in a classroom setting
	Standard # 3 Learning Environments	Talk with every student Learn names Help students make up work Take attendance; stuff mailboxes Collect lunch count Organize or file Pass out papers or assignments Create/construct a bulletin board	Observe and discuss the characteristics of a learning environment in a classroom setting (including emergency procedures, school discipline policies, classroom rules) Explain the reason for a rule or policy	Practice proactive classroom management strategies Practice reactive management strategies Give clear instructions—both verbal and written Teach a routine part of a lesson to whole group	Organize effective grouping arrangements Create a variety of scaffolds to support independent learning Plan and execute effective classroom transitions	Foster a learning environment that supports individual and collaborative learning and encourages positive social interaction, active engagement in learning, and self-motivation Reflect and compare how various environments affect learning,

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				Establish a learning environment for a large group that supports individual and collaborative learning	social interaction, and self-motivation
Standard # 4 Content Knowledge	Become familiar with course curriculum and related textbooks, materials, references, etc. Explore available inquiry tools in the classroom Model appropriate level of content-specific vocabulary	Choose appropriate and accurate representations of the content to share with students Provide accurate explanations of the content to individuals/small groups Formulate content-specific questions	Find content information quickly Model the use of technology for accessing content references Explain content accurately in single lessons	Understand the content at all levels of Bloom's taxonomy Employ content-specific instructional strategies Represent the content in multiple ways Use content standards to identify content-specific academic language	Demonstrate a process for rapidly accessing content information when designing a unit Include content-specific inquiry methods into unit planning and instruction
Standard # 5 Application of Content	Find information to answer student questions Provide students with assistance in finding resources and information Assist individual students with technology	Develop and use real life examples Provide students with assistance in finding information Develop questions that lead students from their previous knowledge to new content	Use content standards to determine the progression of content learning Engage students in thinking about the content at the application level of Bloom's taxonomy	Incorporate a variety of content sources for student use Engage students in thinking about the content at the analysis and synthesis levels of Bloom's taxonomy Connect formative assessment to content	Support the students in making appropriate research choices Design learning opportunities that encourage students to integrate information from multiple content sources
Standard # 6 Assessment	Check or grade papers with a key Record grades Develop a student interview or survey Complete a checklist of observed student behaviors and understandings Identify selected response assessments Record participation patterns State the uses of assessment data at the state, the district, the building, and the classroom levels	Develop selected response (T/F, multiple choice, matching, etc.) test questions Create a checklist for student understanding Co-assess with the mentor teacher selected response assessments to determine patterns of understanding Know and apply the school's grading policy	Explain the purposes of formative assessment Design and implement formative assessments Develop a pre-assessment for a lesson or a short unit Apply rubric criteria to score student work Develop essay questions Provide feedback on selected response assessments	Develop unit instructional goals Use pre and post assessments Design, collect, and analyze summative assessment data Co-assess authentic or performance work with the mentor teacher Provide feedback that encourages students to think for themselves	Develop a classroom grading policy 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 Develop a rubric to assess a large assignment or major project
Standard # 7 Planning for Instruction	Create materials with mentor teacher Plan a lesson for an individual student Review the school's policy for lesson planning Discuss the planning process with mentor teacher	Create and implement a lesson for a small group Plan a series of questions to engage students on all levels of Bloom's Taxonomy	Create and lead classroom activities Design a single lesson plan Choose, appraise, and modify tools, texts, and materials to optimize learning goals Design new strategies based on formative assessment	Co-plan unit instruction with mentor teacher Plan multiple lessons based on formative assessment data Design new strategies based on formative assessment data	Design unit with multiple instructional strategies (e.g., discussion, inquiry, project-based learning) Use summative assessment data to adjust or design new unit teaching strategies

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Standard # 8 Instructional Strategies	Write notes on chalkboard or whiteboard Operate technology Model appropriate language and share a personal interest or skill Introduce a lesson Lead a motivational activity	Create a new learning center Supervise students during group times Review assignments with small groups Facilitate small group discussions Assume leadership of the class for short periods of time	Teach a single lesson to a large group Work with a small group of peers to effectively instruct a group of students Review assignments with small groups	Use varied teaching strategies over multiple days Teach a series of lessons that utilize collaboration among students Model discipline-specific thinking strategies (e.g., mathematical thinking, scientific thinking)	Teach independently for an extended period of time Use a variety of instructional strategies and groupings Enact a series of lessons on a topic central to the discipline
Standard # 9 Professional Learning and Ethical Practice	Model appropriate language and behavior Dress professionally Be punctual Call in absence Be respectful of mentor and colleagues	Collaborate with mentor teacher to improve instruction Write reflective journal entries Reflect on instructions with students Accurately and objectively describe student performance	Reflect on individual lessons Objectively describe student behavior Develop new strategies based on reflection	Reflect on multiple lessons Adjust teaching strategies based on an analysis of data Provide a rationale for new strategies Collect and analyze teaching video	Develop resumes and portfolios in preparation for professional life Develop a teaching philosophy Complete teacher performance assessment
Standard # 10 Leadership and Collaboration	Speak clearly and project voice Give directions to individual students Give concise communications to students Assist with managing classroom transitions	Attend faculty meetings Attend in-service meetings Attend data assessment meetings Observe parent/teacher conferences Collaborate with mentor teacher	Develop materials to support student learning at home Visit local community agencies Interact with professional staff	Attend athletic events/extracurricular activities Observe and participate in parent/ teacher conferences Develop a communication to parents and administrators about student performance	Plan and conduct a meeting with a parent or guardian Conduct home visits Attend community events