



**BLOOMFIELD
COLLEGE**

Clinical Practice Handbook

Division of Education

2020-2021

This document is intended as a guidebook for Bloomfield College teacher candidates who are considering or entering clinical practice.

Information and policies contained within are subject to change. Changes may be divisional or may be in response to changes in New Jersey Department of Education requirements.

Table of Contents

PREFACE	4
MISSION STATEMENT	4
STATEMENT OF PHILOSOPHY	4
PROGRAM GOALS	5
KAPPA DELTA PI HONOR SOCIETY	5
PART 1	6
PREPARING FOR CLINICAL PRACTICE	6
<i>Certification</i>	
<i>Clinical Practice</i>	
<i>New Jersey Professional Standards for Teachers</i>	
<i>Praxis</i>	
APPLYING FOR CLINICAL PRACTICE	12
<i>Eligibility for Clinical Practice</i>	
<i>Admission to Clinical Practice</i>	
<i>Clinical Practice Placements</i>	
<i>Teacher Performance Assessment (edTPA)</i>	
PART 2	16
THE CANDIDATE TEACHING EXPERIENCE – CLINICAL PRACTICE	16
POLICIES GUIDING CLINICAL PRACTICE	16
<i>Workload</i>	
<i>Teaching Schedule</i>	
<i>Observation and Teaching Times</i>	
<i>Lesson Plans</i>	
<i>Instructional Materials</i>	
<i>Record Keeping</i>	
<i>Accountability</i>	
<i>Cooperating Teacher Presence</i>	
<i>Substitute Teaching</i>	
<i>Non-Classroom Activities</i>	
<i>Transportation</i>	
<i>Absences</i>	
<i>Religious Observances</i>	
<i>Jury Duty</i>	
<i>Job Action or Strike</i>	
<i>Communication</i>	
<i>Dress Code</i>	
<i>Social Media</i>	

LEGAL CONCERNS	21
<i>Confidentiality</i>	
<i>Clinical Intern Liability</i>	
<i>Corporal Punishment</i>	
<i>Mandatory Reporting of Child Abuse and Neglect</i>	
EVALUATION.....	22
DISPOSITIONS	22
PROFESSIONALISM AND ETHICS.....	24
MENTAL HEALTH SUPPORT.....	24
TIMELINE FOR CLINICAL PRACTICE	25
INTERVENTION AND TERMINATION.....	27
THE TRIAD	29
<i>Cooperating Teacher</i>	
<i>Clinical Supervisor</i>	
<i>Clinical Intern</i>	
EVALUATION OF CLINICAL INTERN	29
CLINICAL PRACTICE – THE SEMINAR.....	33
PART 3.....	33
OBTAINING A STANDARD TEACHING LICENSE	33
RESOURCES FOR EDUCATORS.....	36

Preface

The clinical practice experience is an exciting and transformative period in your growth as a professional educator. You have worked hard to reach this point. Now you will take what you have learned and under the guidance of a clinical supervisor and a cooperating teacher you will have the opportunity to work as a classroom teacher, increasing your skills and reflecting on your practice.

The semesters of Clinical Practice will be challenging as you take on the role of a professional educator while completing your final course work as a college candidate. You will need to be organized and plan ahead in order to complete all the responsibilities of a clinical intern. At the end of your final semester, you will apply to the New Jersey Department of Education for certification and begin the search for a teaching position.

Bloomfield College Teacher Education Program

Bloomfield College is chartered by the State of New Jersey and Accredited by the Middle States Association of Colleges and Schools. Its academic programs are approved by the New Jersey Commission on Higher Education. The Education program is accredited by the National Teacher Education Accreditation Council which has transitioned to and is administered by the Council for the Accreditation of Educator Preparation (CAEP). Bloomfield College is related to the Presbyterian Church, USA through the Synod of the Northeast, and is a member of the Association of Presbyterian Colleges and Universities

Mission Statement

To provide a comprehensive experience built upon high academic and professional standards. The ultimate goal of the program is to produce teachers who understand the needs of diverse learners, are effective in multicultural environments, have a solid liberal arts background to support their teaching effectiveness and employ a broad array of instructional strategies to help candidates become responsible citizens in a changing world.

Statement of Philosophy

The philosophy of the teacher education program encompasses the following beliefs:

- A belief that all candidates have the ability to learn
- A belief that diversity is strength
- An understanding that to maintain excellence in teaching throughout one's career involves keeping abreast of research based best practices and initiating classroom action research
- An acknowledgement that the learning process involves making mistakes and learning from them
- An understanding that individual candidates have different learning styles
- An acknowledgement that in different contexts, all of us are both learners and teachers
- A recognition that the teaching context be dynamic and utilize the strengths and diversity of our candidates
- A recognition that effective teaching requires an integration of content, classroom management, knowledge and pedagogy with an awareness of individual candidates' needs
- A belief that assessment is vital to the craft of teaching and is an essential ingredient in deciding what and how to teach

Teacher Education Program Goals:

We strive to prepare professionals who:

- Understand that all learners develop at varying rates and that we need to provide environments that support all types of learners
- Understand that caring about learners involves more than just liking children; it is a relationship in which a teacher is constantly searching for effective ways to address each learner's educational needs
- Understand child and adolescent development and learning, and can use that knowledge to design and implement effective learning activities
- Know that interaction of the context of school and the context in which learners live influence the ability to learn
- Have a strong subject matter foundation and pedagogical content knowledge that enables them to make content accessible to learners
- Have a repertoire of teaching strategies and know when the use of each is effective
- Understand and can implement appropriate learning assessment, which guides instructional decision-making and provides learners with opportunities to evaluate their own learning
- Have developed the tools to reflect critically on their teaching practices, examine its effectiveness, and develop strategies to improve
- See themselves as part of a community of learners in which they can discuss problems of practice and continuously develop their teaching expertise
- Our goals are consistent with the New Jersey Professional Teaching Standards (NJPTS), the CAEP Standards. Our program reflects the standards developed by professional organizations including the Association for Supervision and Curriculum Development (ASCD), the Council for Exceptional Children (CEC), the International Literacy Association (ILA), and the National Association for the Education of Young Children (NAEYC).

Kappa Delta Pi Honor Society in Education

Kappa Delta Pi (KDP) is an international honor society in education founded in 1911 to cultivate excellence in education, recognize outstanding contributions to the field, and support new teachers. KDP offers [resources](#) to support teachers who are new to the field, and at every phase of their teaching careers.

Each year, outstanding Bloomfield College teacher candidates are invited to join KDP. A formal chapter initiation is held on campus annually. The Chapter Counselor is Dr. Karen Fasanella, Associate Professor in the Education Division, karen_fasanella@bloomfield.edu.

PART 1

Preparing for Clinical Practice

Candidate Teaching, or Clinical Practice, is the capstone academic event for education majors. This experience allows the teacher candidate work directly children in a classroom under the guidance and supervision of a cooperating teacher and a clinical supervisor. It is a transformative experience in which the teacher candidate moves from a candidate to a professional.

The Bloomfield College Education Division prepares teacher candidates in several areas: early childhood, elementary and middle school, and secondary. In addition, candidates may choose to pursue dual certification in special education.

For candidates who complete our program as undergraduates, there are opportunities to return to Bloomfield College to earn additional certifications in our post-baccalaureate program or a Master's Degree in either Early Childhood or Special Education.

Clinical Practice

The teacher preparation program includes two Clinical Practice internships in the last two semesters of the program:

- **Clinical Practice I** is a two-day a week placement which takes place in the semester immediately preceding Clinical Practice II. Interns are placed in a classroom working with a cooperating teacher under the supervision of a Bloomfield College clinical supervisor. It is expected that the intern will remain in the same placement for Clinical Practice II unless there are extenuating circumstances. To support Clinical Practice I, interns meet on campus every week during the semester for the CPI seminar.
- **Clinical Practice II** is a five-day per week placement that takes place in the final semester of the senior year. Clinical interns work with a cooperating teacher under the supervision of a Bloomfield College clinical supervisor for the entire semester, taking on the role of a full-time teacher. During this semester, interns complete the edTPA. To support Clinical Practice II, interns meet on campus every week for the CPII seminar.

During both CPI and CPII, the intern and the cooperating teacher should plan to meet regularly to discuss the intern's work in the classroom and to plan together. They also must work together to plan visits by the clinical supervisor. It is important that the intern notify the cooperating teacher if a visit is to be rescheduled.

One of our major concerns as educators is for each intern to progress at a reasonable rate. Therefore, Clinical Practice must also be oriented around the continued progress of the intern. The cooperating teacher and the clinical supervisor will determine the progress a clinical intern makes.

The progress of the clinical intern will be based on the successful completion of the following program objectives:

- The intern will develop a philosophy of education appropriate for a democratic society, which will reflect the study of educational theory and its application in the school and classroom setting
- The intern will demonstrate the ability to translate educational theory into practice in order to create a responsive learning environment.
- The intern will analyze the learning situation in terms of the backgrounds and individual needs of the candidates.
- The intern, when planning lessons, will develop instructional objectives based upon the New Jersey Candidate Learning Standards that meet the needs of individual learners as well as those of the group.
- The intern will employ a variety of instructional strategies and methods to enhance the learning experience.
- The intern will demonstrate the use differentiated formative and summative assessment to effectively measure learner growth in terms of stated objectives.
- The intern will develop and maintain a productive and positive climate for learning in the classroom using acceptable techniques of classroom management.
- The intern will consistently demonstrate appropriate personal and professional characteristics while establishing effective relationships with faculty members, candidates, parents, and the local school community.

The final grade is a team decision, based primarily on the evaluation of the clinical supervisor with input from the cooperating teacher, and the Coordinator of Clinical Experience and Practice.

Certification

The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who has completed a teacher preparation program and who has met the basic requirements for certification including academic study and applicable test requirements.

New Jersey certification is a requirement for any professional staff member employed in New Jersey public schools or in any institution under the supervision of the New Jersey Department of Education, including charter schools, educational facilities within the Department of Corrections, Juvenile Justice Commission and the Department of Human Services. The CEAS authorizes an individual to seek and accept employment in New Jersey public schools requiring certification.

All regulations governing the licensing and certification of educators can be found in the New Jersey [Administrative Code and Statute](#) Chapter 6A:9, which is adopted by the New Jersey State Board of Education.

The Bloomfield College teacher preparation program offers candidates the opportunity to earn a CEAS in one or more of the following certification areas:

- **Early Childhood: Preschool – Grade 3 Certificate (P - 3):** This certificate allows the teacher to teach grades preschool through grade three in NJ public schools; teach public school candidates in approved settings providing early childhood education; teach language arts, literacy, mathematics, science and social studies full-time in grades preschool through three.

- **Elementary School Certificate (K - 6):** The K-6 certificate allows the teacher to teach math, science, language arts literacy and social studies full time in grades Kindergarten through six and teach reading, writing, mathematics, and spelling for basic skills purposes only in grades six through twelve. The K-6 certificate does not authorize the teacher to teach any subject in grades above six.
- **Secondary Certificate:** This certificate allows the teacher to teach the subject area only in grades K-12. At least 30 credits in the subject area are required. At Bloomfield College you can earn secondary certificate in Math, English, Social Studies, Biology or Chemistry.
- **Middle School Certificate (Elementary School with Subject Matter Specialization, 5 - 8):** To be eligible for the middle school certificate, the teacher must hold either an elementary K-6 certificate or a Secondary certificate in the subject area. 15 semester hour credits in the subject area are required. At Bloomfield College you can earn a middle school certificate in Math, English, Social Studies, Biology or Chemistry.
- **Special Education: Teacher of Candidates with Disabilities Certificate (TOSD):** This is an endorsement and can only be earned as an addition to an initial certification. This endorsement allows the teacher to teach candidates classified with disabilities based on the teachers' content and/or grade level certification. The holder of this endorsement may also provide consultative services and supportive resource programs including modification and adaption of curriculum and instruction to candidates with disabilities in general education programs in grades PK - 12.

Obtaining a Certificate of Eligibility with Advanced Standing (CEAS):

To obtain a CEAS teacher candidates must complete a state approved college teacher preparation program culminating in supervised clinical practice. The following requirements must be met before a candidate can be recommended for certification by the New Jersey Department of Education:

- Passing scores on all sections of the Praxis Core Academic Skills Exam
- Completion of all required coursework in your certification area
- Passing scores on all required Praxis II exams in your area(s) of certification
- Successful completion of the edTPA in your area of certification
- Successful completion of Clinical Practice I and II
- Meet New Jersey State Physiology and Hygiene requirement
- Maintain the New Jersey State GPA requirement of 3.00

Once the above requirements are met, the candidate may apply for certification through the Bloomfield College Office of Clinical Experience and Practice.

The New Jersey Professional Standards for Teachers (NJPST)

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

- **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.
- **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.
- **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.
- **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.
- **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.
- **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.
- **Standard Seven – Planning for Instruction** – The teacher plans instruction that supports every candidate in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard 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.
- **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 candidate, using evidence of candidate achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase candidate learning.
- **Standard Ten – Leadership and Collaboration** – The teacher seeks appropriate leadership roles and opportunities to take responsibility for candidate learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **Standard Eleven – Ethical Practice** – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all candidates.

NJ Administrative Code: <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

6A:9-3.3 Professional standards for teachers

Organization: The standards are now organized under four domains:

1. The Learner and Learning

- Standard 1: Learner Development
- Standard 2: Learning Differences
- Standard 3: Learning Environments

2. Content

- Standard 4: Content Knowledge
- Standard 5: Application of Content

3. Instructional Practice

- Standard 6: Assessment
- Standard 7: Planning for Instruction
- Standard 8: Instructional Strategies

4. Professional Responsibility

- Standard 9: Professional Learning
- Standard 10: Leadership and Collaboration
- Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

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

Effective May 5, 2014, the New Jersey Professional Standards for Teachers were updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

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

See appendix for more detailed information on the NJPST.

Praxis

All teacher candidates must pass the Praxis exam for their content area before enrolling in Clinical Practice II.

New Jersey Test Requirements

Find your certification area in the chart below to determine which test you need to take and see the minimum qualifying score. To learn more about a specific test, click the test title, or visit <https://www.ets.org/praxis/nj>. Once you know your test(s), find out [how to register for Praxis™ tests](#) and read the [Praxis test retake policy](#).

Most tests are offered in both Session 1 and Session 2. Refer to the [fees page](#) for tests that are restricted to a particular session.

In general, unless it is specifically stated that a calculator is permitted or required for a particular test, calculators may not be used on any *Praxis* tests (see [Calculator Use](#)).

If you test in New Jersey, your score report will be sent automatically to the New Jersey Department of Education. If you test outside of New Jersey, select the New Jersey Department of Education (state code 7666) as a score recipient when you register or on an additional score report request.

Notes:

In general, test codes that begin with "5" or "6" are delivered in computer format; codes that begin with "0" or "1" are delivered on paper.

"CDT" refers to computer-delivered tests. "PDT" refers to paper-delivered tests.

To Be Certified in	You Need to Take	CDT Code	Qualifying Score	
EARLY CHILDHOOD				
Preschool-3	Early Childhood: Content Knowledge	5025	156	
ELEMENTARY				
Elementary K-6 (4 exams)	Elementary Education: Multiple Subjects (Calculator allowed.)	5001	*	
	Reading and Language Arts Subtest	5002	157	
	Mathematics Subtest (Calculator allowed.)	5003	n/a	157
	Social Studies Subtest	5004	n/a	155
	Science Subtest (Calculator allowed.)	5005	n/a	159
<i>* To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest. You must take the full test on your initial attempt. If after your first attempt you did not pass one of the individual subtests, you may take just that subtest again for a reduced fee.</i>				

MIDDLE SCHOOL			
Elementary School with Subject Matter Preparation: Language Arts Literacy (5-8)	Middle School English Language Arts	5047	164
Elementary School with Subject Matter Preparation: Mathematics (5-8)	Middle School Mathematics (On-screen calculator allowed.)	5169	165
Elementary School with Subject Matter Preparation: Science (5-8)	Middle School Science	5440	150
Elementary School with Subject Matter Preparation: Social Studies (5-8)	Middle School Social Studies	5089	158
SECONDARY			
Biology (2 exams)	Biology: Content Knowledge	5235	152
	General Science: Content Knowledge	5435	152
Chemistry (2 exams)	Chemistry: Content Knowledge	5245	152
	General Science: Content Knowledge	5435	152
Social Studies	Social Studies: Content Knowledge	5081	157
English	English Language Arts: Content Knowledge	5038	167
Mathematics	Mathematics: Content Knowledge(On-screen graphing calculator provided.)	5161	160

Fee Waivers

Fee waivers may be available for college candidates who meet all eligibility criteria. If you qualify for a fee waiver, the test fees for up to three Praxis® Core tests, or one Praxis® Subject Assessment may be waived.

You are eligible for a fee waiver only once during a testing year, and there are a limited number of waivers available per test date and per institution. All requests are processed on a first-come, first-served basis.

Eligibility Criteria

To be eligible for a fee waiver, you must:

- Be currently receiving financial aid
- Be enrolled in an undergraduate or graduate program (Note: You are ineligible if you have a master's or a doctoral degree)
- Meet eligibility income guidelines (below)
- Be required to take a Praxis test by an authorized score recipient

Applying for Clinical Practice

Eligibility for Clinical Practice

Application

Candidates must complete and submit an application for Clinical Practice in the semester prior to when they expect to intern.

- Candidates who fail to submit an application will be unable to register.
- Deadline dates for applications are October 1 for spring semester Clinical Practice and March 1 for fall semester Clinical Practice.
- No applications will be accepted after the deadline date. Incomplete applications will not be considered.
- Candidates who do not submit applications on time will be delayed a semester and will be required to reapply. The application consists of the following parts: *
 - ✓ **Application page**
 - ✓ **Faculty recommendation page**
 - ✓ **Candidate data page**
 - ✓ **Essay**
 - ✓ **Hard copy of the candidate's passing praxis scores (Praxis Core and Praxis II)**

*If a candidate has a substitute certificate, that should also be attached, though it is not required. The application can be found on the [Education Division website](#). It is strongly recommended that you download all parts of the application and complete it on your computer, saving a copy and printing out one to submit with the essay and Praxis scores attached.

When you are ready to submit your completed application, you must schedule an appointment with the Coordinator of Clinical Experience and Practice for an interview. All parts of the application should be completed neatly and thoroughly.

Admission to Clinical Practice

Teacher candidates who wish to be accepted into Clinical Practice must meet the following requirements:

Clinical Practice 1:

- Full acceptance into the Education Division
- Minimum GPA of 3.0
- Grades of C or better in all courses in the major
- Passing scores on the Praxis II in the content area*
- Be on track to complete all coursework prior to the Clinical Practice II semester
- Submission of application by March 1 for fall Clinical I or October 1 for spring Clinical I. This must be completed before registration for the course.

*Bloomfield College does *not* honor the NJDOE GPA/Test Score Flexibility Rule

Clinical Practice II:

- Completion of all coursework
- Minimum GPA of 3.0 or better
- Grades of C or better in all courses in the major
- Successful completion of Clinical I

As representatives of Bloomfield College in the schools, it is expected that candidates who apply for Clinical Practice demonstrate professionalism and maturity. This means that candidates must interact with Bloomfield College faculty and staff and school personnel in a professional manner, that they exhibit strong organizational skills, and good decision-making. Candidates on probation will not be accepted for Clinical Practice.

Clinical Practice Placements

Process for Placements:

Placement requests are made on a first-come, first-served basis so it is in a candidate's best interest to submit the application as soon as possible. Candidates may indicate on the application two preferences for their candidate teaching placement, however, there is no guarantee that these requests can or will be granted. School districts grant placement requests for a variety of reasons. Although we do our best, we cannot guarantee candidates will be placed in their preferred districts. The Bloomfield College Education Division reserves the right to place candidates in school settings that will provide the best and most appropriate experience for the candidate's program.

Placement requests are formally made by the Office of Clinical Practice and Certification directly with the district's Board of Education. Once the district's decision to accept a teacher candidate has been made, the candidate will be notified by our office. Some districts may require background check information, Mantoux test results, or an interview with the Principal. Candidates are not to contact schools directly for placements. All requests for placements are handled through the office of clinical placements.

Once a candidate's application for Clinical Practice is received, the process to arrange a placement begins. The goal is to secure placements for candidates as quickly as possible, but it is not always the case that placements are arranged in a short time period. Candidates will be

notified by email when they have been placed and are urged to contact the cooperating teacher immediately upon notification to introduce themselves.

Timing:

Teacher candidates, or clinical interns, in Clinical I will be placed in a classroom for 2 full days per week for 16 weeks. Interns in Clinical II will be in the classroom full time for 16 weeks. Whenever possible placements for both Clinical I and II will be with the same cooperating teacher in the same classroom.

Clinical interns must follow the academic calendar of the district in which they are placed.

District Requirements:

New Jersey has hundreds of school districts and each district makes decisions about procedures for acceptance of clinical interns. Some districts may require background checks, fingerprinting, Mantoux test results, substitute teacher certificates, or interviews with the Principal before agreeing to accept an intern.

Change of Placement:

The clinical placement assignment may be terminated at any time by the school district or the college if it has been determined that this is in the best interest of all parties. Such a decision is made collaboratively between the school personnel, the clinical supervisor, and the Coordinator of Clinical Experience and Practice. Interns may not initiate a change in placement. It is likely that a change in placement will not be possible during the same semester. Interns who require new placements may have to wait until the following semester to complete their internship.

Withdrawal:

Candidates who must withdraw from Clinical Practice prior to receiving a placement assignment must notify the Coordinator of Clinical Practice in writing as soon as possible. Once a placement has been made, it is strongly recommended that interns not withdraw except in cases of emergency. Once an intern is placed, plans are made that affect the teacher and the school. A withdrawal at this point must only be made under the most serious of circumstances.

Partnership Districts:

Bloomfield College has partnerships with the Bloomfield School District and South Orange/Maplewood District, and with several schools in Newark and surrounding areas.

Teacher Performance Assessment (edTPA)

As of September 1, 2017, the New Jersey Department of Education requires all teacher candidates seeking initial certification complete the edTPA performance assessment as part of the clinical practice.

What is edTPA?

edTPA® is designed to support teacher candidate learning and provide data that supports preparation program growth and renewal. Aligned with college and career readiness standards,

InTASC Standards and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on candidate learning.

How does it impact me?

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

Successful completion of the performance assessment will be required for all candidates seeking a certificate of eligibility with advanced standing on or after September 1, 2017. Certificate of eligibility holders who begin teaching in or after the 2017-2018 academic year will be required to successfully complete the performance assessment before earning a standard certificate.

Bloomfield College is in the process of implementing changes to teacher preparation programs required by the New Jersey Department of Education, including the edTPA, a new teacher performance assessment. For additional information about edTPA you can visit the following webpages:

<http://edtpa.aacte.org/about-edtpa>

<http://www.nj.gov/education/educators/rpr/preparation/assessment/HandbookAlignment.pdf>

PART II

The Candidate Teaching Experience – Clinical Practice

The Clinical Practice semesters require a strong commitment. For Clinical I, interns commit to two full days a week at their placement. For Clinical II, it is a full-time job! In addition to the hours in the classroom, interns will need time for planning, assessment, research, and reflection. They will also attend the seminar and will be required to complete assignments as part of seminar responsibilities. The edTPA performance assessment will also create demands on time. It is strongly recommended that clinical interns do not make other commitments such as working at part-time jobs especially during the second semester.

Policies Guiding Clinical Practice

Workload:

Clinical interns will have a very full schedule for the clinical practice year. Interns will need to review curriculum, meet with the cooperating teacher on a regular basis to discuss lesson plans and other classroom responsibilities, create and review lesson plans, and assess candidate learning. The edTPA will require focused attention and time to complete. There will be seminar meetings and assignments that are part of that class.

Teaching Schedule:

Interns must provide their supervisors with copies of their weekly schedule by the end of the first week of their placement, and update those schedules as they assume more and more of their cooperating teachers' responsibilities.

Observation and Teaching Times:

Interns are responsible for keeping track of the time they spend observing and teaching. Observing is defined as time spent watching another teacher direct candidate activity. Teaching time is defined as time spent engaging in any of the normal activities of a teacher that involve monitoring learners and directing or assisting in instruction. Each class period counts as one hour for purposes of record keeping.

Observation should be a part of the clinical intern's activities throughout the semester. Generally, the heaviest periods of observation are the first and last weeks of the placement, but it is important to make time for observation every week, if possible.

Lesson Plans:

One of the most important skills to develop as a clinical intern is the ability to prepare effective lessons for a variety of learners and classes. Interns are expected to keep careful written records of these plans, documenting the following information:

- Class title, grade level, and number of learners
- Unit objective(s) and daily objective(s)
- Methods and materials used in carrying out the planned lesson
- An assessment plan for determining how well objectives have been met
- An outcome statement, explaining how well the lesson worked, and what might be done to improve its effectiveness in the future.

Planning a lesson gives the intern the opportunity to think through the specific problems or questions that may arise in class. Interns should review lesson plans with the cooperating teacher daily. Although the intern is responsible for planning and carrying out instruction, **the cooperating teacher needs to be aware of what will be happening in the classroom at all times.** Plans should be typed. *See lesson plan template in the appendix. Unless otherwise directed use the Bloomfield College Lesson Plan template to complete lesson plans during Clinical Practice.*

Instructional Materials:

Textbooks, manuals, and other instructional materials will be loaned to the clinical intern for use during the clinical practice period. The intern is obligated to keep all such materials in good condition and to return all of them to the appropriate individuals at the end of clinical practice. Materials lost or destroyed must be replaced by the clinical intern.

Record Keeping:

Clinical interns need to learn how to keep accurate and detailed records of learner progress and attendance. Interns will be expected to maintain the records begun by the cooperating teacher, and to follow his/her systems of grading and recording attendance. This consistency will be reassuring to the learners, and will minimize any confusion that might arise when learners have questions about their grades.

It is important to obtain multiple indicators of learner progress each week (no less than 3). These indicators could include formative assessments, quizzes or tests, or the quality of learner responses to discussion questions, to name a few.

Accountability:

Clinical interns are held accountable for learner behavior when conducting or supervising any educational activity whether or not the cooperating teacher is present. Since clinical interns have the same liability status as their cooperating teachers, they must assume complete responsibility for their actions in the classroom and at school functions, at all times.

Cooperating Teacher Presence:

Clinical interns are not permitted to be the teacher of record in the classroom. The cooperating teacher must be present during the clinical practice. If a cooperating teacher is to be absent, the school should provide a substitute teacher to work in the classroom with the intern, even if the intern has full responsibility for teaching.

Substitute Teaching:

Clinical interns may not serve as substitute teachers during clinical practice. A clinical intern may not be paid for their internship.

Non-Classroom Activities:

Becoming involved in activities outside the classroom can help the clinical intern become part of the school community. Volunteering for committees, attending school functions such as athletic events, plays, concerts, and other events can help build relationships between the intern and the children, families, and school personnel.

Transportation:

Clinical interns are responsible for their own transportation to and from all clinical placements.

Interns should not transport children in their own vehicles at any time, including school field trips or any other school related events.

Absences:

The clinical intern has the same responsibility for good attendance and punctuality as that of a regularly employed teacher. Occasionally circumstances may arise, such as illness, an accident, serious traffic problems or extreme weather conditions, which may delay or prevent the arrival of an intern at school. Should this be the case, **it is the clinical intern's responsibility to notify the cooperating teacher and the college supervisor immediately** or, if possible, well in advance. Failure to notify the required individuals properly will be judged as negligence of responsibility.

The clinical intern must follow the academic calendar of the school. This calendar may be different from the Bloomfield College calendar. Interns must keep the college supervisor informed of holidays and special events that may affect their teaching schedule. Check with the cooperating teacher for any special procedures she/he may want followed regarding the reporting of an absence. More than three absences during the clinical practice semester will result in a division review to determine the necessity of make-up time.

Religious Observances:

Requests for absences from clinical practice due to religious observances must be discussed with the cooperating teacher and the clinical supervisor as soon as possible. The need and/or circumstances to make up missed time will be determined by the Coordinator of Clinical Practice.

Jury Duty:

In the event a clinical intern is summoned for jury duty it is her/his civic responsibility to serve. Plans will be made for interns to make up days missed because of jury duty.

Job Action or Strike:

It is the policy of the Bloomfield College Education Division that in the event of a strike or job action, the clinical intern is to notify the clinical supervisor and the Coordinator of Clinical Experience and Practice. Clinical interns should not cross a picket line or participate in any type of job action.

Communication:

Clinical interns are expected to communicate clearly and effectively, both orally and in writing. Use of standard business English is required. Written documents and/or papers must be free of spelling and grammatical mistakes.

Interns are to contact their cooperating teachers immediately upon notification of placement to introduce themselves and to learn as much as possible about the curriculum and the school before they begin the internship.

The Education Division faculty and staff are required to use the candidate's Bloomfield College email accounts for all online communication.

Dress Code:

Bloomfield College teacher candidates must dress professionally at all times while interning in any school. Jeans and hoodies are never appropriate.

Social Media:

The use of social media is ubiquitous. There are a variety of social media sites and applications that interns may already be using. However, it is critical that interns are careful about what and how they post on social media sites. There are many examples of clinical interns who have been removed from placements once district personnel reviewed their social media sites.

- When using social media, do not affiliate yourself with your clinical setting. Do not tag the location.
- Use privacy settings when on Facebook, Instagram, Twitter, etc. Keep in mind however, that some information including photos can still be found on search engines. Screenshots can be taken of Snapchat posts.
- Never add a learner to your personal networks on Facebook, Instagram, Snapchat, etc.
- Respect confidentiality. Do not post any information about your clinical placement, cooperating teachers, employees, or learners. Do not post any proprietary information about Bloomfield College, candidates, or employees.
- At no time are photos or videos of learners in clinical placements to be posted online. The privacy of learners is of utmost importance.
- Consider the appropriateness of any photograph you post. Never post photos with alcohol or drug use, or anything that may be interpreted as a gang sign.
- When posting online be cognizant of spelling and grammar.
- When posting online show respect for other people and ideas.
- Do not complain about your clinical placement online.
- Be aware that anything posted online may be seen by your current and future colleagues, professors, and employers. Once images or comments are made public it may be impossible to delete them from search engines.

Legal Concerns

Confidentiality:

Clinical interns and all other school employees are legally and ethically required to protect the privacy of candidates and families. It is important to learn about the school's policies and procedures for maintaining confidentiality. It is never permissible for a clinical intern to share information about any child or family unless giving express permission to do so. This includes photocopies of candidate work or records, photographs, or video recordings.

Clinical Intern Liability:

Clinical interns have the same liability protection by the school district as any public school teacher (NJ Statute 18A:16-6):

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

- a) no employee shall be entitled to be held harmless or have his defense costs defrayed in a disciplinary proceeding instituted against him by the board or when the employee is appealing an action taken by the board; and*
- b) indemnification for exemplary or punitive [damages](#) shall not be mandated and shall be governed by the standards and procedures set forth in N.J.S.59:10-4.*
- c) Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.*

Clinical interns may receive additional liability insurance through a membership in the [New Jersey Candidate Education Association](#).

Corporal Punishment:

It is illegal to use any form of corporal punishment in the State of New Jersey. Under no circumstances may a clinical intern or any other person employed or engaged in a school or educational institution, whether public or private, inflict or cause to be inflicted any form of corporal punishment on a learner. **(NJ Statute 18A: 6-1)**

Mandatory Reporting of Child Abuse or Neglect:

If a clinical intern suspects that a learner is being abused or neglected, the intern should immediately bring this to the attention of the cooperating teacher and the building principal. This is a very serious situation and deserves the utmost discretion and must be handled in a professional manner.

All instances or reasonable suspicions of abuse or neglect are to be reported immediately to the Division of Children and Families' Child Protection and Permanency (CP&P). If a report is made in good faith, the reporter is granted immunity from liability, civil or criminal. If an act of abuse is not reported, the clinical intern will be considered a disorderly person. **(NJ Statutes 9:6-8.10, 9:6-8.13, 9:6-8.14)**

Evaluation

Clinical interns are evaluated by the college supervisor and the cooperating teacher. The supervisor will visit the candidate twice during CPI, and seven times over the course of the CPII semester, using the Observation & Conference Report (OCR) Form to provide formative assessment. The supervisor will complete a summative evaluation at the end of CPI, and at mid-semester and at the end of the semester during CPII using the Clinical Competency Inventory (CCI) Form.

Cooperating teachers will complete two observations each semester, formally observing and evaluating the clinical intern using the CCI Observation form. During CPII, the cooperating teacher will also provide summative assessments of the clinical intern's performance using the Clinical Competency Inventory (CCI) Form at mid-term and at conclusion.

The final grade for the intern will be determined primarily by the clinical supervisor with input from the cooperating teacher, and the Coordinator of Clinical Experience and Practice.

See the appendix for copies of the CCI Observation and Evaluation Form.

Dispositions

Professional Dispositions for Bloomfield College Teacher Candidates

Professional Dispositions are professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as educators interact with candidates, families, colleagues, and communities. These positive behaviors support candidate learning and development. (National Council for Accreditation of Teacher Education (NCATE) Glossary of Terms)

We are committed to upholding the highest standards of ethics, integrity, and professionalism in all that we do. We recognize that excellence in teaching and learning flourishes in an environment where each of us is free to express our ideas in ways that recognize and respect our differences. We are committed to celebrating the rich diversity of all members of the campus community and the community at large.

– Bloomfield College Statement of Shared Values
(Bloomfield College Catalog)

Dispositions for the Bloomfield College Teacher Candidate in Clinical Placements:

The following dispositions are from Standard One of the Council for Accreditation of Educator Preparation (CAEP), the accrediting body for teacher preparation programs in New Jersey.

1. Teacher candidates and completers nurture the academic and social development of all candidates through professional dispositions such as caring, fairness, and the belief that all candidates can learn.

This includes:

- Respect for diversity and cultural differences,
- High expectations for all candidates
- Refraining from behavior that is sexually, physically, verbally, or emotionally harassing.

2. Candidates know and understand their subject matter and pedagogy

This includes:

- Effective reading, writing, speaking, mathematics and technology skills
- Understanding of the subject matter
- Understanding of how children learn
- Understanding of how to implement curriculum

3. Candidates teach effectively and demonstrate their impact on P-12 candidate learning

This includes:

- Understanding of how to effectively assess candidate growth and learning
- Being a reflective practitioner

4. Candidates use technology to enhance their teaching, classroom management, communication with families, and assessment of candidate learning

This includes:

- Knowledge of computer programs such as word and excel
- Use of online resources for communication and research
- Ability to use video and audio recording

5. Candidates work collaboratively with the community and other school professionals to support candidate learning

This includes:

- Supporting colleague's ideas and points of view
- Effective communication with other school professionals
- Participation in the life of the school and the community
- Collaboration with families to support candidate learning

6. Candidates engage in ongoing learning that improves practice

This includes:

- Being a continuous learner
- Reflection on improvement of practice
- Acceptance of constructive feedback
- And a commitment to the profession and adhering to professional ethics and standard

Professionalism and Ethics

Clinical interns must demonstrate professionalism at all times in interactions with school personnel, faculty, and peers. This includes adherence to the codes of conduct for both the college and the school district. It is essential that candidates are familiar with the codes of ethics and follow these codes at all times.

Mental Health Support

Office of Personal Counseling

Clinical practice is a stressful time for all interns. It is important to strive for a balance in your work/life responsibilities. Take time to see family and friends, take time for interests outside school, eat well, and get sleep.

If you're feeling stressed, overwhelmed, lost, anxious, depressed or are struggling with personal issues, you do not have to go through it alone. You can contact Personal Counselors who can help you sort through your thoughts and feelings. These services **are free and completely confidential**. They are located on the 2nd floor of Talbott Hall and can be reached at Personal_Counseling@Bloomfield.edu or 973-748-9000 ext. 1403 & 1302.

In a crisis situation, contact campus security at extension 1366 or call 911. The New Jersey Hopeline also offers a 24-hour hotline at 855-654-6735.

Timelines for Clinical Practice I and II

The Clinical Practice year comprises two semesters. Most often, the intern will spend the first few days observing the cooperating teacher and getting to know the children while becoming familiar with the culture of the school. The intern begins to take over the lessons gradually, with guidance from the cooperating teacher and by the CPII semester the intern will be teaching full time. This is a guideline for the Clinical Practice internship. Each clinical intern and each placement is unique and therefore the progress may vary individually.

edTPA timelines will be shared directly with the clinical intern and are not included in this table.

Before the placement begins:

Meet with your cooperating teacher. Ideally you will meet in person, but depending on the cooperating teacher's interest/schedule it may be by phone or electronically.

Sample timeline for clinical placement:

Clinical Placement I

Week 1 – 5 Get Acquainted

- Observe your cooperating teacher
- Tour the school
- Be introduced to as many of the staff as possible
- Find out information about the school's policies and procedures
- Become familiar with audio visual and office equipment
- Become familiar with the media center
- Learn what role you will play in team/grade level/department meetings
- Meet with your cooperating teacher to plan the schedule and the responsibilities you will have
- Arrange the first meeting between you, the cooperating teacher, and the supervisor
- Observe and take notes on classroom routines, schedules, and rules
- Observe and take notes on individual children's behaviors and needs
- Work with individual children and small groups
- If your cooperating teacher agrees, write a letter of introduction to send home to parents

- Help with record keeping activities such as lunch orders, attendance, or correcting papers
- Teach one subject/lesson to the class (or one class if in secondary)
- Take over assignments given, papers corrected, grades recorded for the class/lesson taught
- Observe other classrooms if possible

Week 6 – 12 Become Accustomed

- Continue week 1 – 5 activities
- Continue to take over additional subjects or classes with cooperating teacher's recommendation
- Take on communication required for classes taught (announcements, newsletters, websites, specialists, etc.)
- Complete all assignments for the seminar
- Prepare for edTPA

Clinical Practice II

Weeks 1 – 13 Teach

- During this period, you will begin full time teaching
- edTPA weeks 1 - 9
- Take on responsibilities outside the classroom
- Collect artifacts for the candidate teaching portfolio
- The Mid-Year Summative Assessment will take place

Weeks 14 – 15 Review and Reflect

- Begin to give lessons/classes back to the cooperating teacher
- The end of year summative assessment will take place
- Return teaching responsibilities to the cooperating teacher
- Observe other teachers in the building if time and schedule allow
- Reflect on the experience and think about how what you have learned will impact your future teaching
- Complete all assignments for the seminar
- Return any borrowed resources
- Say goodbye to your candidates

Intervention and Termination

If concerns arise about the performance or dispositions of the clinical intern, the clinical supervisor will inform the Director of Clinical Practice and the division chair to enact the Intervention Policy. An intervention plan will be developed by the supervisor and the cooperating teacher and put in place to support the intern. The Director of Clinical Practice will begin the process for termination if it is determined that the intern must be removed from the placement.

When a clinical intern exhibits difficulty during the clinical placement, the supervisor and cooperating teacher will do what they can to support the intern. The difficulties can be in performance or can be disposition issues. The evaluation instrument helps the supervisor to assess how the intern is performing and is used as a basis for discussion with the intern. The supervisor offers feedback to the intern and makes suggestions for improvement.

If a clinical intern is showing weakness in any area, performance or disposition, the cooperating teacher and the supervisor must document their observations and concerns. The supervisor and the cooperating teacher will discuss these concerns with the intern. A plan for improvement is developed and put in place to help support the intern. If the intern overcomes the difficulties, a passing grade will be awarded and the intern will be recommended for certification.

If the intern does not respond appropriately, the supervisor will meet with the Director of Clinical Practice and the division chair to discuss the concerns. The supervisor will share copies of documentation of problems and examples of the intern's efforts to correct the situation.

Intervention Policy

An intervention plan will be developed with clear expectations and timelines, and copies of the plan will be signed by and shared with the intern, the cooperating teacher, the supervisor, the Director of Clinical Practice, and the division chair. The candidate will submit a formal letter to the division chair and the Director of Clinical Practice with a request to continue or repeat the clinical practice. The signed letter should be submitted within one week from the conference and address the following: explanation for the unsuccessful completion of the experience, a description of how the intern will prepare to remediate, goals the intern has to ensure successful completion of the repeated experience, and a request for the option to repeat and complete the program.

There three possible next steps from here:

1. A new placement is arranged and the intern continues the internship in the same semester in a new setting
2. The intern receives a grade of Incomplete and completes the internship in the following semester or the grade becomes an "F."
3. The intern withdraws from the placement within the timelines determined by Bloomfield College and completes the placement at a different time.

Termination

If the clinical intern is to be permanently terminated, the Director of Clinical Practice and the division chair make this decision with input from the clinical supervisor. A clinical intern who is terminated will not pursue certification through the Bloomfield College education division. Examples that warrant termination include inappropriate behavior, unprofessional dispositions, serious deficiencies in content knowledge or pedagogy, or the inability to self-remediate using the developed intervention plan.

A grade of “F” is provided demonstrating unsuccessful completion of the experience and the teacher candidate meets with an advisor to determine an alternate major.

The decision to terminate is not taken lightly. It is the most serious consequence but is necessary if it is determined that the candidate must not become a teacher. The Bloomfield College education division is dedicated to producing highly skilled competent and caring teachers. Teachers affect the education and wellbeing of the children with whom they work, and only candidates who have the professional knowledge and disposition to work in the classroom will be recommended for licensure.

The Triad

The candidate teaching triad is comprised of three-member team: The clinical intern, the clinical supervisor, and the cooperating teacher. The members of the triad work together to ensure a positive experience in which the clinical intern has the opportunity to develop and refine his or her practice. In the ideal triad the members work cooperatively to provide a quality clinical practice experience.



Cooperating Teacher

The relationship between the cooperating teacher and clinical intern represents the first building block in a new teacher's professional career. It is vital that this relationship be built on a foundation of trust, openness and mutual respect. Within this relationship, the cooperating teacher fulfills several roles:

- **Mentoring** – The cooperating teacher has the responsibility of helping the clinical intern establish himself or herself as a professional in the classroom, school and community.
- **Modeling** – as a model the cooperating teacher demonstrates teaching methods, management strategies, assessment techniques, relationship building, efficient conduct of routines, time management, record keeping methods and more.
- **Coaching** – As a coach, the cooperating teacher helps the candidate teacher prepare for upcoming teaching responsibilities by having conversations with the candidate teacher about his/her plans, to help understand what is happening in the classroom, to answer her questions and to reflect on what she is doing.
- **Evaluating** – The cooperating teacher plays an invaluable role in the assessment of the candidate teacher's progress and growth. The objective of this responsibility is two-fold: assessment should both lead to improvement in the candidate teacher's performance and develop in the candidate teacher the ability and disposition to engage in thoughtful reflection and self-evaluation

In addition, the Cooperating Teacher is responsible for:

- Providing opportunities for the candidate teacher to attend faculty meetings, staff development programs, parent/teacher conferences, extracurricular school activities, and community activities
- Acquainting the candidate teacher with policies of the school and the special facilities available
- Permitting the candidate teacher to observe actual classroom teaching and to aid in the planning of lessons and activities for instruction
- Increasing responsibilities of the candidate teacher until the full classroom load is assumed

It is critical that cooperating teachers feel free to take any steps they feel necessary to insure that candidate teachers have an experience that will prepare them for their first years in the classroom. Cooperating teachers are encouraged to discuss with the college supervisor any concerns or questions they may have about a candidate teacher.

Clinical Supervisor

Each clinical intern is assigned a clinical supervisor. The supervisor's role is to evaluate the intern's performance and also to be a support to the intern. After each observation, the supervisor will meet with the intern to discuss the observation and to provide feedback and suggestions. The supervisor will also work with the cooperating teacher to gain insight into the progress of the intern and to discuss areas in which where the intern may need improvement or any areas of concern. The supervisor is the link to the education division, communicating directly with the Director of Clinical Placements.

The responsibilities of the college supervisor include:

- Providing orientation and guidance for the clinical intern
- Providing orientation for the cooperating teacher
- Observing and conferring with the clinical intern
- Evaluating and reporting strengths, weaknesses, and progress of the clinical intern
- Consulting with the cooperating teacher regarding the clinical intern's midterm and final summative evaluations
- Assisting in revising and implementing improvements in the teacher education program at Bloomfield College
- Collaborating with the cooperating teacher to determine a final grade for the intern

Supervisors use the Clinical Competency Inventory (CCI) to evaluate the candidate. Completed forms are submitted to the Director of Clinical Placements within one week of the observation. The supervisor discusses the evaluation with the candidates and makes sure the candidate signs the form at the end of the meeting.

Twice during the semester, on the second and fifth visit, the supervisor and the cooperating teacher will both observe and evaluate the candidate. The three members of the triad will discuss the candidate's performance, strengths, and areas in which improvement is needed.

Clinical Intern

Clinical Practice is the most demanding, and most important, part of the undergraduate preparation for teaching. The work in the classroom is the intern's primary responsibility, and the basis for the evaluations that will be placed in each intern's permanent folder. Therefore, it is crucial that clinical interns reduce to a bare minimum any outside activities (part time work, other classes, campus organizations) that may interfere with the ability to prepare for and carry out classroom responsibilities.

The responsible clinical intern:

- Demonstrates proficiency in the subject matter being taught
- Becomes familiar with the total operation of the school
- Plans conferences with the cooperating teacher and accepts criticism in a professional, mature manner
- Works effectively within the framework of the educational philosophy of the cooperating school
- Develops and maintains mature relationships with candidates, professional and non-professional building personnel, and peers in candidate teaching seminar meetings
- Recognizes individual differences in the classroom
- Provides for individual differences in the classroom
- Accepts responsibility in a professional manner and is always ready to place school obligations before personal matters
- Dresses appropriately (avoiding T-shirts, jeans, sweat pants, and similar unprofessional attire)
- Attends Bloomfield College Clinical Practice Seminar
- Notifies the college supervisor and cooperating teacher if the need for an absence arises

The intern must provide the clinical supervisor with a copy of the classroom schedule, school calendar, and contact information.

The Bloomfield College clinical intern is a representative of Bloomfield College, and his/her attitude and actions should enhance and promote a positive public image for himself/herself and the college. Extra-curricular campus activities, social life, and employment should not interfere with clinical practice responsibilities.

Evaluation of Clinical Interns

Throughout clinical practice, the cooperating teacher and college supervisor will observe the intern's work and evaluate his/her progress. Interns are not expected to master all of the skills that make up good teaching this early in their career, but it is important to know what those skills are, which of them will develop easily, and which of them will require sustained effort to master.

More important even than the evaluations by supervisors during this experience is the ability to evaluate one's own performance and formulate plans that will lead to improvement. During the first year as a full-time teacher, there may be less supervision or feedback than was given to an intern; an ability to assess one's own work will be critical for continued growth as an educator.

Interns should take advantage of opportunities during candidate teaching to observe and learn from more experienced teachers. If an intern has specific questions or concerns about classroom performance, they should be discussed with the cooperating teacher or college supervisor. Ultimately, it is the intern's own initiative and desire to grow that determines the level of success he/she achieves in clinical practice.

Cooperating Teacher Evaluations

During clinical practice, the cooperating teacher provides daily feedback and completes two evaluations of the intern's overall performance.

Clinical Supervisor's Evaluations

Clinical interns are observed seven times during the semester by their clinical supervisors. The candidate teacher and college supervisor should set up these observations in advance. Most supervisors will observe for one class period at a time, though they may choose to see more than one class. Ideally, the candidate teacher and college supervisor will have the opportunity to discuss the candidate teacher's performance immediately after the observed class. If this is not possible, the candidate teacher should schedule a conference for the earliest mutually convenient time. Candidate teachers are responsible for maintaining contact with their supervisors, and keeping them updated about any problems or concerns that arise.

Clinical Practice - The Seminar

All clinical interns take the Clinical Practice Seminar. During the seminar classes, interns will have the opportunity to discuss their placements and share experiences with their fellow interns. Interns will attend a workshop on Harassment, Intimidation and Bullying, and take the Physiology and Hygiene exam.

All interns participate in Mock Interviews which are typically held at the mid-point of the semester.

A key assignment of the seminar is the creation and completion of an e-portfolio using the online platform, LiveText. Among other things, the portfolio will contain artifacts and reflections that demonstrate how the intern met all of the New Jersey Professional Standards for Teachers.

An additional required assignment is a journal in which interns reflect upon their work with one focus learner over the course of a semester.

Formulating a Philosophy of Teaching

A statement of philosophy should tell the reader what the intern thinks is important about schools, learners and teaching. When writing a statement of philosophy it is a good idea to avoid using abstract or highly technical language. This is a statement that should be easily understood by principals, schools, board members and colleagues. The statement of philosophy will be included in the e-portfolio.

When drafting this document, there are five key questions to consider:

- What is the purpose of schooling?
- What is the role of the teacher?
- Why is my subject important for candidates?
- What do you believe about children and their learning?
- What is the relationship between the school and the community?

Part III Obtaining a Standard Teaching License

Step 1: Obtain a CEAS

New Jersey certification is required for any professional staff member employed in New Jersey public schools or in any institution under the supervision of the New Jersey Department of Education, including charter schools and educational facilities within the Department of Corrections, Juvenile Justice Commission and the Department of Human Services.

All regulations governing the licensing and certification of educators can be found in the [New Jersey Administrative Code](#), Chapter 6A:9, which is adopted by the New Jersey State Board of Education.

The clinical intern:

1. Completes all required coursework for certification in the certification area
2. Passes all required PRAXIS exams
3. Meets the NJ state “Physiology and Hygiene” requirement
4. Meets the NJ GPA requirement of 3.00
5. Successfully completes the edTPA
6. Files for certification at the Office of Clinical Practice

Once these requirements have been filled, the Director of Clinical Practice will apply for the intern’s certification through the New Jersey Department of Education. The intern will receive a Certificate of Eligibility with Advanced Standing (CEAS) from the New Jersey Department of Education.

The New Jersey Department of Education fees for certificates are as follows:

P –3	\$190
Elementary K – 6	\$190
Middle School	\$190 + 190 (<i>elementary</i>)- <i>total \$380</i>
Secondary	\$190
Special Education	\$170 + 190 (<i>initial certification</i>) – <i>total \$360</i>

Step 2: Obtain Employment

If the intern plans to teach in New Jersey, then he/she will be eligible to officially accept a teaching position in a NJ public school. Once employment has been secured, it is the responsibility of the hiring school district to enroll the novice teacher in the Provisional Teacher Program.

Step 3: Mentoring

While working as a provisional teacher, mentoring by a colleague in the district is required. The provisional teacher will also be supervised and evaluated by district personnel. At the end of two years, if s/he receives an “approved” rating from the principal, s/he will apply to the state for a Standard Certificate in the certification area.

Step 4: The Provisional Teacher Program

This two-year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CEAS and a full-time teaching position. Both mentoring and supervision and evaluation are required under this certificate. An individual cannot apply for this certificate.

Step 5: Supervision and Evaluation

All candidates must be evaluated by the building principal based on the Achieve NJ evaluation system. Under Achieve NJ, candidates receive a summative rating at the end of the year. These ratings will be communicated to the Office of Certification and Induction (OCI).

In order to obtain a standard certificate, a teacher under this process must earn two summative ratings of Effective or Highly Effective within three years of teaching. When a novice teacher has achieved this end, the principal may recommend to the OCI that the teacher be issued the standard certificate.

Step 6: Standard License

This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is issued to an individual who has successfully completed the Provisional Teacher Program, holds a previously issued NJ instructional certificate, or holds a valid out-of-state instructional certificate with one year of full-time teaching experience under the certificate.

Resources for Educators

Association for Supervision and Curriculum Development (ASCD)	http://www.ascd.org/Default.aspx
Council for Exceptional Children (CEC)	https://www.cec.sped.org/
Council for the Accreditation of Educator Preparation (CAEP)	http://caepnet.org/
edTPA	https://www.edtpa.com/
Educational Testing Service - Praxis	https://www.ets.org/praxis
Edutopia	https://www.edutopia.org/
International Literacy Association (ILA)	http://www.readwritethink.org/about/our-partners/international-reading-association-1.html
National Association for the Education of Young Children	http://www.naeyc.org/
National Council of Teachers of Mathematics	http://www.nctm.org/
New Jersey Department of Education	http://www.nj.gov/education/educators/license/
New Jersey Implementation Guidelines for Grades One through Three	http://www.state.nj.us/education/ece/rttt/ImplementationGuidelines1-3.pdf
New Jersey Kindergarten Implementation Guidelines	http://www.nj.gov/education/ece/guide/KindergartenGuidelines.pdf
New Jersey Preschool Implementation Guidelines	http://www.nj.gov/education/ece/guide/impguidelines.pdf
New Jersey Candidate Learning Standards	http://www.nj.gov/education/cccs/
Next Generation Science	https://www.nextgenscience.org/
Project Based Learning	http://www.bie.org/

Bloomfield College

Division of Education

Lesson Plan

(based upon the work of Madeline Hunter)

Teacher Candidate (your name):
Grade Level (preschool through Gr.12):
Day of Lesson (example -first of five):
Subject(s) (main discipline of the lesson and any other connected disciplines)
Time Allotted (length of the lesson):

Cognitive Level of Lesson (List the highest level of **Bloom's** and **Marzano's Cognitive Taxonomies** reached as well as **Webb's Depth of Knowledge Level**.)

NJ Student Learning Standards (<http://www.nj.gov/education/cccs/>):

Objective -What content to teach (learning), what the students will do to learn and to demonstrate that learning has occurred (behavior), and under what circumstances the learning will take place (condition)

Learning:

Behavior:

Condition:

Theoretical Framework: (write a brief statement here explaining the educational theory that is highlighted in the design of this lesson.)

Academic Language (Academic language is the language needed by students to do the work in schools. It includes, for example, discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, lab reports, discussions of a controversial issue.):

Language Function (what are the students doing – refer to Bloom’s taxonomy):

Language Demand (specific to the discipline – for example, writing, multiplying)

Vocabulary (discipline specific)

Instructional Strategies: Instructional strategies are the techniques or methods that a teacher can adopt to meet the various learning objectives.

Opening (Purpose Setting, Anticipatory Set, Assessment of Background Knowledge with anticipated responses, Review):

Presentation (Input, Modeling, Checking for Understanding):

Guided Practice (Independent practice with teacher guidance):

Closure (summary of major points, checking for understanding, tying major points into a coherent whole, preview of future lesson):

Assessment:

Formative:

Individual Measurability:

Summative:

Differentiation:

Varying Content:

Varying Process:

Varying Product:

Technology Integration:

Resources: (List resources that will be used in the lesson such as Texts, Literature, Technology, URLs, and any other resources necessary.)