



School of Education

MENTEE/MENTOR CLINICAL HANDBOOK

Effective Fall 2022

Welcome to Clinical Fieldwork!

This guide will assist both mentee and mentor through the current clinical fieldwork semester. When indicated, additional information from the **Stockton Teacher Education Handbook** should be reviewed:

https://stockton.edu/education/current-students/documents/Teacher_Education_Handbook.pdf

If there are remaining questions, please contact the respective faculty/staff member found on the next page.

To the MENTEE: Congratulations on making it to the next step towards a teaching career! Throughout your fieldwork, you will be referred to as the “teacher candidate” or “candidate.” Please read this handbook (and Teacher Education Handbook) carefully as you are responsible for all information that pertains to your level of fieldwork. Failure to follow directives and meet the expectations outlined in this document may result in disciplinary action and/or repeat of the course.

To the MENTOR: Your willingness to serve as a mentor to one of Stockton University’s teacher candidates is greatly appreciated. As you are aware, future teachers can only learn so much through a college classroom; your role is critical as they continue to develop their craft from your practice, influence, and mentoring. You are an important part of our future generation of educators - we are excited to work with you.

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Stockton University Teacher Education Course Information

Teacher candidates must complete the following courses in the order shown below. Promotion to the next course in the sequence is contingent upon at least a B- overall grade and satisfactory performance in the field (as determined by coursework and input from mentor teachers via an instrument completed at the end of term).

Course	Hours	General Expectations	Contact Person
Clinical Experience EDUC 3100	50	This course is typically taken the first semester of junior year; it is the candidates' first fieldwork placement. The candidate should observe the mentor teacher's instruction and work with students 1:1.	Please contact your candidate's instructor: Dr. Daniel Tulino daniel.tulino@stockton.edu Dr. Meg White meg.white@stockton.edu
Clinical Practice I EDUC 3101	80	Within this second fieldwork placement, candidates will take on a more active role. In addition to the previous expectations, candidates should work with small groups, assist with the lesson preparation process and formative assessment grading. If comfortable, candidates may co-teach a whole group lesson.	Please contact your candidate's instructor: Dr. Jordan Corson jordan.corson@stockton.edu Dr. Stacey Culleney stacey.culleney@stockton.edu Dr. Lauren Gunther lauren.gunther@stockton.edu Dr. Meg White meg.white@stockton.edu
Clinical Practice II EDUC 4600	100	Candidates are now familiar with lesson planning and multiple models of instruction. In addition to the previous semesters' roles, they are expected to independently plan, teach, and reflect upon at least six full-length lessons. Candidates should be preparing for their full-time role as a student teacher in the subsequent semester.	Please contact your candidate's instructor: Dr. Stacey Culleney stacey.culleney@stockton.edu Dr. Kim Lebak kimberly.lebak@stockton.edu Prof. Jeffrey Leek jeffrey.leek@stockton.edu Prof. Kim Tucker kimberly.tucker@stockton.edu
Final Clinical Practice EDUC 4990	15 weeks (full time)	Final Clinical Practice is previously known as student teaching. Under the mentor's guidance, candidates will be required to complete the instructional duties of a full-time teacher. Please refer to the Student Teaching Handbook for a full list of expectations.	Prof. Donna Blair donna.blair@stockton.edu

General Expectations for all Teacher Candidates

Attendance

During the first mentor/mentee meeting, candidates will work with their mentor to create a weekly schedule of when they will report for fieldwork (ie - Mondays 8am-12pm and Wednesdays 8am-3:00pm). To limit disruption to student learning, candidates are expected to maintain this schedule until all hours are achieved. If a candidate needs to miss a field visit, they must contact the mentor at least 24 hours prior to their next scheduled visit. Failure to properly notify the mentor, aside from an emergency situation, will be reflected in the mentor's evaluation in the "Professionalism" attendance/punctuality category. Candidates are required to make up absences so that all hour requirements are met. We ask that the candidate contact the mentor directly to determine the best accommodations. Mentor and mentee should share contact information so both can be easily reached; communication should always remain professional.

Candidates are required to follow their assigned school's procedures for checking in and out of the building. A candidate may only sign themselves in and out the building; colleagues may not do this for them. If there is a question about a candidate's hour completion, building log books will be reviewed. If the school does not require daily sign in/out, the candidate's hours will be documented by their completed Daily Log only. Therefore, hours will only be verifiable by the mentor's authentic signature on each observed lesson/event.

Accountability

As indicated above, the Daily Log will document the candidate's fieldwork hours. The majority of hours must be completed with the BOE approved mentor. Candidates may only visit other teachers when approved by the mentor, during times that will enhance the candidate's professional growth (ie - during the mentor's lunch and/or prep period, during a repeated lesson already observed). If a logged observation is not signed by the mentor, including those with another teacher, hours will not be counted.

Do These Hours Count?

<u>Always Counts</u>	<u>Never Counts</u>	<u>Might Count (must be pre-approved by candidate's Stockton instructor)</u>
<ul style="list-style-type: none"> ● Instructional Time (including specials/electives) - either observing or teaching ● Professional Development/ Inservice Sessions ● Team/Department/Faculty/ BOE Meetings ● Parent Conferences ● IEP/504 Meetings ● Field Trips ● Drills (ie - fire) ● After School Events that involve structured student interaction (ie - hw help, weekly/monthly club meetings) 	<ul style="list-style-type: none"> ● Before/After School Hours that do not involve structured student interaction ● Commuting Time (traveling to or from fieldwork school) ● Lunch ● Daily After School Coaching/Advising (ie - athletic, theater, music) ● Duty Period (ie - bathroom, cafeteria, front office, outdoor recess) 	<ul style="list-style-type: none"> ● Recess (only if indoor and structured) ● Grading Student Assessments (must be during official school hours and when the candidate is present at host school) ● Prep Periods* ● Study Hall* ● Nap Time**

*Only applies to the CPII Semester

**Only applies to ECE candidates

Dress Code

Candidates will wear business appropriate attire. Candidates are **required** to wear their Stockton lanyard with their university ID. This may be in addition to individual school requirements. In the case of virtual instruction,

students should remain professionally dressed. If the candidate's dress is not consistent with their school's dress code, the mentor should alert the candidate's instructor.

Professional Conduct

Candidates are expected to behave as professionals, following:

- New Jersey Professional Standards for Teachers:
<https://www.state.nj.us/education/profdev/requirements/standards/docs/ProfStandardsforTeachersAlignmentwithNJTASC.pdf>
- NEA Code of Ethics: <http://www.nea.org/home/30442.htm>
- **Stockton Teacher Education Handbook**, specifically on pages 16-17.

As candidates are novices to the profession, we encourage mentors to share details on their school's specific policies and practices as an employee. Such details include, but are not limited to:

- School matters should remain confidential; photos and social media are prohibited.
- Candidate concerns about observation interactions with student/parents/staff/administration should be reported in a timely manner to the mentor and the candidate's instructor. See the **Stockton Teacher Education Handbook**, page 30, for guidelines in Reporting of Allegations of Child Abuse.
- Cell phones should not be utilized during the school day.
- Videos needed for course assignments will need proper approvals, as indicated by the candidate's instructor.
- Obscene or crude language is not permitted at any time, even out of the presence of students.
- Specifics regarding the school's practices: (ie - gum chewing, eating/drinking, smoking, parking, dress code).
- Guidelines for unusual circumstances (ie - COVID)

Program

Additional details on the Teacher Education Program and coursework can be found at:

- www.stockton.edu/education
- **Stockton Teacher Education Handbook** (as previously noted)

If any issues should arise, please contact the respective faculty/staff member found on Page 2. If at any time a Stockton faculty or staff member indicates that they have concerns about a candidate's progress and/or dispositions toward the teaching profession, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a candidate from the Program. Specific procedures can be found in the **Stockton Teacher Education Handbook**, specifically on pages 20-23.

Guidelines for Video or Virtual Communication with PK – 12 Students

While we do not foresee the need for candidates to complete their clinical fieldwork hours virtually, we do have guidelines in place if an unusual circumstance should affect the placement school. For all video or virtual communication with PK-12 students, we expect teacher candidates to adhere to the following guidelines for safety and professionalism. These guidelines are in addition to existing behavior guidelines found within the **Stockton Teacher Education Handbook**.

Any deviation from these guidelines may result in disciplinary action, per existing Behavior Expectations Policy. When communicating via video and/or virtual means, candidates should:

- Clearly identify themselves by their professional name and role (ie - Mr., Miss/Clinical Intern).
- Follow any and all guidelines provided by the mentor teacher.
- Get the mentor teacher's approval for any video BEFORE distributing to students.
- Be sure there are no personal or inappropriate items or images in the frame of an image (live or still).
- Have explicit permission before conducting any live sessions with learners. Permission should be via the mentor teacher or other designated professional that monitors the candidate's work in the school setting.
- Turn off any automatic notifications on the device used (laptop, cell phone, etc), such as text alerts/emails, for live sessions.
- Ensure the candidate is dressed professionally if appearing in the image and/or live video.
- Select an appropriate location to participate in a live teaching session. It is best to be in a stationary location and find a space that is appropriate for school-related work such as a desk or table.
- Avoid distractions and provide full attention to the class if participating in a live video.
- Ensure that no other people appear in the images unless they have provided prior written permission to the mentor teacher; those people must also adhere to standards of professional dress and behavior.
- Ensure that no animals appear in the images unless the candidate has the express written permission of the mentor teacher and the images are appropriate and inoffensive.
- Use clear, concise, grammatically correct speech and text images.
- Limit all communication to information concerning the students' learning or the online assignment.
- Exclude any personal information.
- Use or include no profanity, slang, violence, or images of a lewd nature.
- Be respectful of students' privacy and feelings.
- Provide a written plan to the mentor teacher(s) BEFORE any virtual meetings or activities with students.
- Provide a written summary to the mentor teachers AFTER any virtual meetings or activities with students.

Clinical Experience - EDUC 3100

Course Description

This course offers a guided experience of the activities and responsibilities of a P-12 teacher including a 50-hour clinical experience in an urban P-12 setting with exposure to at least two classroom settings. Course content includes background on understanding the learners, classroom, and school context.

Prerequisite Knowledge

Candidates have not yet experienced fieldwork hours. However, they may have completed professional courses on topics including: *psychology/development of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology*. Candidates' fieldwork experiences will be supplemented with in-class instruction where theory and practice will be connected.

Themes of this course will include behavior and classroom management, cultural and linguistic diversity, English Language Learners, students with special needs, and serving and supporting immigrant students.

Expectations for the Candidate

Candidates must be **active participants**. As a reminder, this is the candidate's first fieldwork placement and they have limited training in pedagogy and instruction.

Candidates are, at the very minimum, expected to:

- Observe the mentor's lesson preparation and instruction
- Understand the roles of other professionals and paraprofessionals in the classroom
- Circulate the room and support classroom instruction

Fieldwork Objectives:

- An overview of the varied learners in a classroom.
- Discussion regarding classroom environment including creating a community of learners.

50 hours:

- Please reference the chart on page 3 to determine what activities are approved for hours.
- Each observation/event must be documented on the Clinical Experience Daily Log (see page 7-8 for template and page 9 for sample).
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, even if signed by a visiting teacher, the hours will not count.
- **At least one full day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute towards their 50 hours of observation. Observations should include at least two different classroom settings (at least one which includes students with disabilities).

Stockton University - Clinical Experience - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!

If 50 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date Candidate Name School

<i>From</i>	<i>To</i>	<i>#Minutes</i>	<i>Observation Notes</i>	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Specific Observations (as specified in syllabus):	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Specific Observations (as specified in syllabus):	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Specific Observations (as specified in syllabus):	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Specific Observations (as specified in syllabus):	
Minute Subtotal (from this page):			Cumulative Hours & Minutes (this page added to previous page):	Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook):
				Page:

Additional Requirements for Clinical Experience Logs

For the “Specific Observations” section, please consider EACH of the following:

Support services:

Discuss who the certified professionals are in your classroom? What is their role? Which students are they supporting or providing therapy for? (looking for the needs, not the students’ names) If/when students leave the classroom, where do they go? What services are they receiving?

English Learners:

How are English learners’ needs addressed in the classroom? How are their needs being addressed throughout the school day? (this could be something outside the classroom)

Students with disabilities:

How are the needs of students with disabilities addressed in the classroom? Outside the classroom? How does the classroom management, behavior intervention, and learning experiences impact students with disabilities?

Classroom environment:

Discuss the classroom management, behavior intervention, the design of the classroom, and the overall learning environment and its impact on student learning. (this could be the physical arrangement of the class, the structure of teaching, independent work, for example)

The idea is not to write on each of the topics every time you’re in the classroom. Choose two days where you will focus on one topic, so by the end you have addressed each topic at least twice. Depending on your time, you may be able to address some more than twice. Please ask if you have any questions about the assignment.

Clinical Experience Daily Log Sample

Stockton University - Clinical Experience - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!
If 50 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date 9/10/22 Candidate Name Sally Student School ABC Primary

From	To	#Minutes	Observation Notes		
8:00am	9:20am	80 min	Grade/Subject/Class/Event: 1 st /Reading		
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i> Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Standard/Objective: SWBAT determine the central idea of a fictional text.		
			Specific Observations (as specified in syllabus): 1st paraprofessional in the classroom assisted student who has an IEP for OHI. Para pointed to words in text as student read in a whisper.		
9:30am	10:30	60 min	Grade/Subject/Class/Event: 2 nd /Science		
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i> Visiting Teacher's Signature (mentor must pre-approve visit hours): <i>Visiting Teacher</i>			Standard/Objective: SWBAT make observations of a butterfly's transition from a caterpillar.		
			Specific Observations (as specified in syllabus): Students viewed a video of metamorphosis and wrote a summary sentence with picture		
10:30am	11:30am	60 min	Grade/Subject/Class/Event: 1 st /Math		
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i> Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Standard/Objective: Using an analog clock, SWBAT tell time to the nearest hour.		
			Specific Observations (as specified in syllabus): Students used handmade clocks to represent times written on the board. Mentor teacher walked around the room to assess.		
12:05pm	12:30pm	25 min	Grade/Subject/Class/Event: 1 st Grade Team Meeting		
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i> Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Standard/Objective: n/a		
			Specific Observations (as specified in syllabus): met with all four teachers in grade 1 to discuss standards-based grading-rubric drafts were shared.		
Minute Subtotal (from this page): 225 min = 3hr 45 min			Cumulative Hours & Minutes (this page added to previous page): 5hr 15min	Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook): <i>Sally Student</i>	Page: 2

Assignments

Assignments in Clinical Experience will support candidates' understanding of the responsibilities of a P-12 teacher, including the roles various professionals play in a child's education. Candidates will also research and understand the demographics of their assigned community, district, and school. And finally, candidates will observe and write about the general principles of classroom and behavior management. Mentors may ask candidates to share assignment expectations by viewing the instructor's syllabus and/or course site.

Helpful Mentoring Tips

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent via Qualtrics to the mentor's school email address. If not received, the candidate should obtain an alternate email address from the mentor and then send an email to soe@stockton.edu to have the survey resent.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As a reminder, this is their very first placement; candidates have just begun their journey as a professional educator.
3. Find ways for the candidate to be a part of the class community. **Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1 student assistance, or creating a bulletin board. Do not let them sit idle in the back of the classroom.**
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2).

Mentor Evaluation

At the end of the semester the mentor will receive an email invitation to evaluate the candidate's performance and disposition. This evaluation will be completed electronically. Sections of the feedback will be labeled; some responses will be viewable by the candidate while other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Coordinator. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this evaluation can be found on the next page. **IMPORTANT: The candidate will not receive a course grade until the mentor's evaluation is received.**

Reference Copy of CExp Final Feedback Form (completed **ONLINE** at end of semester, when link is sent)

Mentors: Please use the following numbers to rate the Stockton Education Teacher Candidate who was assigned to you this semester for 50 hours of fieldwork. For each disposition, based on the following scale, please mark the corresponding number in the cell. Indicators for each disposition are provided to help you choose what is most representative.

Scores for each of the nine dispositions will be averaged to calculate an overall composite score. This score will be used to track candidate progress throughout the education program. It is not used for a grade but rather as an indicator for dispositional strengths and areas needing improvement. Please be honest so the education program can best prepare our future teachers.

0-Needs improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Oral communication skills... prompt 1

(0) Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice

(1) Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors

(2) Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment

Oral communication skills... prompt 2

(0) Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation

(1) Strives to vary oral communication as evidenced of some students demonstrating a lack of participation

(2) Varies oral communication as evidenced by encouraging participatory behaviors

Oral communication skills... prompt 3

(0) Choice of vocabulary is either too difficult or too simplistic

(1) Occasionally uses vocabulary that is either too difficult or too simplistic

(2) Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Written communication skills...prompt 1

(0) Communicates in tones that are harsh or negative as evidenced by fostering negative responses

(1) Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses

(2) Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses

Written communication skills...prompt 2

(0) Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes

(1) Demonstrates common errors in spelling and grammar

(2) Demonstrates precise spelling and grammar

Professionalism...prompt 1

(0) Does not respond to communications and does not submit all assignments

(1) Delayed response to communications and late submission of assignments

(2) Responds promptly to communications and submits all assignments

Professionalism...prompt 2

- (0) Fails to exhibit punctuality and/or attendance
- (1) Not consistently punctual and/or has absences
- (2) Consistently exhibits punctuality and attendance

Professionalism...prompt 3

- (0) Crosses major boundaries of ethical standards of practice
- (1) Crosses minor boundaries of ethical standards of practice
- (2) Maintains professional boundaries of ethical standards of practice

Professionalism...prompt 4

- (0) Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others
- (1) Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum
- (2) Keeps inappropriate personal life issues out of classroom/workplace

Professionalism...prompt 5

- (0) Functions as a group member with no participation
- (1) Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation
- (2) Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Attitude...prompt 1

- (0) Often complains when encountering problems and rarely offers solutions
- (1) Seeks solutions to problems with prompting
- (2) Actively seeks solutions to problems without prompting or complaining

Attitude...prompt 2

- (0) Resists change and appears offended when suggestions are made to try new ideas/activities
- (1) May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed
- (2) Tries new ideas/activities that are suggested

Attitude...prompt 3

- (0) Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
- (1) Overlooks opportunities to demonstrate positive affect
- (2) Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Preparedness in teaching and learning...prompt 1

- (0) Rejects constructive feedback as evidenced by no implementation of feedback
- (1) Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions
- (2) Accepts constructive feedback as evidenced by implementation of feedback as needed

Preparedness in teaching and learning...prompt 2

- (0) Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve
- (1) Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement
- (2) Learns and adjusts from experience and reflection as evidenced by improvements in performance

Preparedness in teaching and learning...prompt 3

- (0) Comes to setting unplanned and without needed materials
- (1) Comes to setting with some plans and most needed materials
- (2) Comes to setting planned and with all needed materials

Appreciation for diversity...prompt 1

- (0) Demonstrates inequitable embracement of all diversities
- (1) Goes through the expected and superficial motions to embrace all diversities
- (2) Embraces all diversities as equitably

Collaboration...prompt 1

- (0) Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
- (1) Demonstrates some flexibility
- (2) Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus

Collaboration...prompt 2

- (0) Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others
- (1) Maintains a respectful tone in most circumstances but is not consistent
- (2) Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others

Self-regulation and initiative...prompt 1

- (0) Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
- (1) Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth
- (2) Recognizes own weaknesses as evidenced by seeking solutions before asking for support

Social and emotional intelligence...prompt 1

- (0) Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues
- (1) Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues
- (2) Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues

Social and emotional intelligence...prompt 2

- (0) Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily
- (1) Demonstrates perseverance and resilience (grit) most of the time
- (2) Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations

Social and emotional intelligence...prompt 3

- (0) Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
- (1) Demonstrates sensitivity to feelings of others most of the time
- (2) Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Clinical Practice I - EDUC 3101

Course Description

P-12 schools serve as placements for observations and participation in the education process. A minimum of 80 clinical practice hours are accumulated. Hours include at least one full day of visitation. In this semester's co-requisite course candidates will explore instructional models, learn lesson planning techniques, consider instructional strategies for diverse learning needs, and differentiate between various assessment types.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school. In addition, they have limited experience working with students 1:1 or in a small group setting. At this point in the sequence, candidates have explored the importance of cultural and linguistic diversity, understanding the role of the professionals and paraprofessionals in the classroom, and some behavior and classroom management.

In addition, candidates may have completed professional courses on topics including: *psychology of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology.*

Expectations for the Candidate

Candidates must be **active learners**. While observation of the mentor teacher is a valued component of Clinical Practice I, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on students' unique learning needs that must be met in planned instruction

80 hours:

- Please reference the chart on page 3 to determine what activities are approved for hours.
- Each observation/event must be documented on the Clinical Practice I Daily Log (see page 15 for template and page 16 for sample).
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, even if signed by a visiting teacher, the hours will not count.
- **At least one full day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute towards their 80 hours of observation.

Stockton University - Clinical Practice I - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!

If 80 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date Candidate Name School

<i>From</i>	<i>To</i>	<i>#Minutes</i>	<i>Observation Notes</i>	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
Minute Subtotal (from this page):			Cumulative Hours & Minutes (this page added to previous page):	Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook):
				Page:

Clinical Practice I Daily Log Sample

Stockton University - Clinical Practice I - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!
If 80 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date 9/12/22 Candidate Name Cindy Candidate School City Elementary

From	To	#Minutes	Observation Notes
9am	9:45am	45 min	Grade/Subject/Class/Event: 3 rd /math
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>			Standard/Objective: SWBAT multiply two (two digit) numbers with at least 95% accuracy
Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Activity & Assessment Summary: Teacher presented lesson on board. Students completed ind. pract worksheet that teacher collected. The teacher uses a file system for absent students which I saw used today.
10am	11am	60 min	Grade/Subject/Class/Event: 3 rd /science
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>			Standard/Objective: SWBAT identify properties of matter through three characteristics.
Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Activity & Assessment Summary: Hands-on lab where students expected to follow the provided procedure on a liquids, solids & gas activity. Teacher used rubric to formatively assess.
11:30am	12:25pm	55 min	Grade/Subject/Class/Event: 3 rd /SIP
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>			Standard/Objective: students will participate in a Social Studies & Character Ed activity
Visiting Teacher's Signature (mentor must pre-approve visit hours): <i>Visiting Teacher</i>			Activity & Assessment Summary: Prescripted program "Character counts" was followed - students engaged in a bullying role-play
12:30pm	1:15pm	45 min	Grade/Subject/Class/Event: 3 rd /ELA
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>			Standard/Objective: SWBAT illustrate noun/verb agreement through short essay writing.
Visiting Teacher's Signature (mentor must pre-approve visit hours): X			Activity & Assessment Summary: whole group paragraph construction to model structure. Students then chose topic for ind. writing in next class. Students peer critiqued.
Minute Subtotal (from this page): 205 = 3hr. 25min min			Cumulative Hours & Minutes (this page added to previous page): 6hr. 30min
			Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook): <i>Cindy Candidate</i>
			Page: 2

Assignments

Assignments in Clinical Practice I will require candidates' interaction with curricular documents and materials, study of the academic and behavioral progress of three focus students over an extended period of time, and connection between educational theory and instructional practice. The mentor may ask candidates to share assignment expectations by viewing the instructor's syllabus or course site.

Helpful Mentoring Tips

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent via Qualtrics to the mentor's school email address. If not received, the candidate should obtain an alternate email address from the mentor and then send an email to soe@stockton.edu to have the survey resent.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As this is only their second placement, candidates are still building their confidence in the classroom and as a professional.
3. Find ways for the candidate to be a part of the class community. **Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1/small group instruction, or formative grading. Do not let them sit idle in the back of the classroom.**
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2). You are our eyes and ears in the field, and as such it is essential to the teacher candidate's success that we support your efforts with them. Therefore, it is most helpful that you provide us with feedback so we may address your concerns. Our goal is to train the very best candidates for the profession, and we need your help to do so.

Mentor Evaluation

At the end of the semester the mentor will receive an email invitation to evaluate the candidate's performance and disposition. This evaluation will be completed electronically. Sections of the feedback will be labeled; some responses will be viewable by the candidate while other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Coordinator. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this evaluation can be found on the next page. **IMPORTANT: The candidate will not receive a course grade until the mentor's evaluation is received.**

Reference Copy of CPI End of Term Fieldwork Feedback (to be completed **ONLINE** at end of semester)

Directions: Please use the following numbers to rate the teacher candidate on each presented disposition. Use the following scale by marking the corresponding number in each cell. Indicators for each disposition are provided to help you choose what score is most representative.

Scores for each of the nine dispositions will be averaged to calculate an overall composite score. This score will be used to track the candidate's progress throughout the education program. It is not used for a grade but rather an indicator of dispositional strengths and areas needing improvement. Please be honest so we can best prepare our future teachers.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Oral communication skills... prompt 1

(0) Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice

(1) Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors

(2) Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment

Oral communication skills... prompt 2

(0) Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation

(1) Strives to vary oral communication as evidenced of some students demonstrating a lack of participation

(2) Varies oral communication as evidenced by encouraging participatory behaviors

Oral communication skills... prompt 3

(0) Choice of vocabulary is either too difficult or too simplistic

(1) Occasionally uses vocabulary that is either too difficult or too simplistic

(2) Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Written communication skills...prompt 1

(0) Communicates in tones that are harsh or negative as evidenced by fostering negative responses

(1) Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses

(2) Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses

Written communication skills...prompt 2

(0) Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes

(1) Demonstrates common errors in spelling and grammar

(2) Demonstrates precise spelling and grammar

Professionalism...prompt 1

(0) Does not respond to communications and does not submit all assignments

(1) Delayed response to communications and late submission of assignments

(2) Responds promptly to communications and submits all assignments

Professionalism...prompt 2

- (0) Fails to exhibit punctuality and/or attendance
- (1) Not consistently punctual and/or has absences
- (2) Consistently exhibits punctuality and attendance

Professionalism...prompt 3

- (0) Crosses major boundaries of ethical standards of practice
- (1) Crosses minor boundaries of ethical standards of practice
- (2) Maintains professional boundaries of ethical standards of practice

Professionalism...prompt 4

- (0) Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others
- (1) Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum
- (2) Keeps inappropriate personal life issues out of classroom/workplace

Professionalism...prompt 5

- (0) Functions as a group member with no participation
- (1) Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation
- (2) Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Attitude...prompt 1

- (0) Often complains when encountering problems and rarely offers solutions
- (1) Seeks solutions to problems with prompting
- (2) Actively seeks solutions to problems without prompting or complaining

Attitude...prompt 2

- (0) Resists change and appears offended when suggestions are made to try new ideas/activities
- (1) May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed
- (2) Tries new ideas/activities that are suggested

Attitude...prompt 3

- (0) Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
- (1) Overlooks opportunities to demonstrate positive affect
- (2) Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Preparedness in teaching and learning...prompt 1

- (0) Rejects constructive feedback as evidenced by no implementation of feedback
- (1) Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions
- (2) Accepts constructive feedback as evidenced by implementation of feedback as needed

Preparedness in teaching and learning...prompt 2

- (0) Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve
- (1) Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement
- (2) Learns and adjusts from experience and reflection as evidenced by improvements in performance

Preparedness in teaching and learning...prompt 3

- (0) Comes to setting unplanned and without needed materials
- (1) Comes to setting with some plans and most needed materials
- (2) Comes to setting planned and with all needed materials

Appreciation for diversity...prompt 1

- (0) Demonstrates inequitable embracement of all diversities
- (1) Goes through the expected and superficial motions to embrace all diversities
- (2) Embraces all diversities as equitably

Collaboration...prompt 1

- (0) Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
- (1) Demonstrates some flexibility
- (2) Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus

Collaboration...prompt 2

- (0) Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others
- (1) Maintains a respectful tone in most circumstances but is not consistent
- (2) Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others

Self-regulation and initiative...prompt 1

- (0) Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
- (1) Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth
- (2) Recognizes own weaknesses as evidenced by seeking solutions before asking for support

Social and emotional intelligence...prompt 1

- (0) Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues
- (1) Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues
- (2) Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues

Social and emotional intelligence...prompt 2

- (0) Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily
- (1) Demonstrates perseverance and resilience (grit) most of the time
- (2) Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations

Social and emotional intelligence...prompt 3

- (0) Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness
- (1) Demonstrates sensitivity to feelings of others most of the time
- (2) Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Classroom environment...prompt 1

- (0) Inadequate in respect and rapport with students
- (1) Some gaps in respect and rapport with students
- (2) Established respect and rapport with students

Professional responsibilities: Participating in a Professional Community

- (0) Candidate has little to no collaboration with colleagues and avoids involvement in school, district and community activities
 - (1) Candidate has pleasant relationships with colleagues and participated in school, district, and community activities when asked
 - (2) Candidate has supportive and collaborative relationships with colleagues and frequently volunteers to participate in school, district, and community events
- Not applicable, Teacher candidate was not permitted to participate in a professional Community

Professional responsibilities: Showing Professionalism

- (0) Candidate may disregard or reject school and district regulations, engages in practices that may be self-serving and/or dishonest
- (1) Candidate is honest, complies with school and district regulations and notices the needs of students, but is inconsistent in addressing them
- (2) Candidate is known for having high integrity, complies completely with school and district regulations and actively works to provide opportunities for student success

Clinical Practice II - EDUC 4600

Course Description

Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Candidates have an opportunity to apply general methods of teaching to their specific discipline and grade level, completing 100 hours of advanced fieldwork. This placement prepares the candidate for the student teaching experience. A candidate may stay in this same school placement for student teaching (Final Clinical Practice) based on the school's approval.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school and 80 hours of fieldwork in a separate school. They have worked with students 1:1, in small group settings, and have assisted mentors with planning and assessing. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented a 20-minute lesson to their peers.

In addition, candidates may have completed professional courses on topics including: *psychology/development of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology.*

Expectations for the Candidate

Candidates must be **active learners**. While observation of the mentor teacher is a valued component of Clinical Practice II, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice
- Plan and implement at least six lessons

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on learners' unique learning needs that must be met in planned instruction

100 hours:

- Please reference the chart on page 3 to determine what activities are approved for hours.
- Each observation/event must be documented on the Clinical Practice II Daily Log (see page 23 for template and page 24 for sample).
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, even if signed by a visiting teacher, the hours will not count.
- **At least one full day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute (even during lunch) towards their 100 hours of observation.

Stockton University - Clinical Practice II - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!

If 100 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date Candidate Name School

<i>From</i>	<i>To</i>	<i>#Minutes</i>	<i>Observation Notes</i>	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
			Grade/Subject/Class/Event:	
Mentor's Signature (must sign for EVERY class observation/event): Visiting Teacher's Signature (mentor must pre-approve visit hours):			Standard/Objective:	
			Activity & Assessment Summary:	
Minute Subtotal (from this page):			Cumulative Hours & Minutes (this page added to previous page):	Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook):
				Page:

Clinical Practice II Daily Log Sample

Stockton University - Clinical Practice II - Daily Log

Follow the Mentee/Mentor Clinical Handbook for sign-in procedures and observation expectations!

If 100 hours are not properly accounted for during the semester, course credit will be lost. Use at least 1 page per day, documenting every class/event observed as a separate entry.

Date 9/14/22 Candidate Name Ted Teacher School Rural High School

From	To	#Minutes	Observation Notes
7:30am	8:15am	45min	Grade/Subject/Class/Event: 10 th / Algebra II
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>		Standard/Objective: Given a parabola in standard form, SWBAT graph the vertex and orientation with 100% accuracy.	
Visiting Teacher's Signature (mentor must pre-approve visit hours):		Activity & Assessment Summary: Teacher modeled three examples then students practiced 5 problems on their own. Teacher showed how graphing calculator can check answers.	
8:30am	9:00am	30min	Grade/Subject/Class/Event: IEP meeting
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>		Standard/Objective: X	
Visiting Teacher's Signature (mentor must pre-approve visit hours):		Activity & Assessment Summary: Joined mentor teacher at IEP meeting for new intake - parents and student were present, along with two CST members.	
9:30am 1:00pm	10:15am 1:45pm	90min	Grade/Subject/Class/Event: 9 th / Algebra I
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>		Standard/Objective: SWBAT solve for a given variable in a one-step equation.	
Visiting Teacher's Signature (mentor must pre-approve visit hours):		Activity & Assessment Summary: Students viewed a YouTube video as a warm up and then worked on a practice worksheet with a partner. I reviewed the answers with the class.	
11:00 am	11:45 am	45min	Grade/Subject/Class/Event: 12 th / Calculus
Mentor's Signature (must sign for EVERY class observation/event): <i>mentor teacher</i>		Standard/Objective: SWBAT find the first derivative of a function.	
Visiting Teacher's Signature (mentor must pre-approve visit hours): <i>Visiting Teacher</i>		Activity & Assessment Summary: Teacher presented the definition of a derivative and demonstrated multiple examples. Students took notes and completed practice problems.	
Minute Subtotal (from this page): 210min = 3hr 30min		Cumulative Hours & Minutes (this page added to previous page): 5hr. 45min	Candidate Signature (the candidate attests all hours are legitimate and comply with the mentee/mentor handbook): <i>Ted Teacher</i>
			Page: 2

Assignments

Assignments will differ depending on the candidate's grade level certification. In general, candidates may need to interview the mentor or ask for assistance in locating resources for assignment completion. Mentors may ask candidates to share assignment expectations by viewing the instructor's syllabus or course site.

Helpful Mentoring Tips

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent via Qualtrics to the mentor's school email address. If not received, the candidate should obtain an alternate email address from the mentor and then send an email to soe@stockton.edu to have the survey resent.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As this is their first semester teaching a lesson, candidates are still building their confidence in the classroom as a professional.
3. Find ways for the candidate to get involved. Be sure to work with them as they plan for their lessons. Ask them questions and what-ifs so they are best prepared for the unknown.
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2). You are our eyes and ears in the field, and as such it is essential to the teacher candidate's success that we support your efforts with them. Therefore, it is most helpful that you provide us with feedback so we may address your concerns. Our goal is to train the very best candidates for the profession, and we need your help to do so.

Mentor Evaluation

During the CPII semester, the mentor will evaluate the candidate in two capacities:

- a. In addition to sharing professional experiences and mentoring the candidate day-to-day, the mentor will also serve as a lesson evaluator. During the semester, the mentor must evaluate three of the six whole group lessons that are planned and executed by the candidate. The plan should be reviewed by the mentor before the candidate teaches the lesson (at least 3 days ahead is suggested). Evaluation forms will be completed through an emailed Qualtrics link. However, a reference hard copy is provided on the next page. It is aligned with the Danielson Framework for Teachers. If unfamiliar with the framework, the mentor may consult a copy of the framework online:
<https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument>
- b. In addition to the three lesson evaluations the mentor will complete throughout the semester, they will also complete a final evaluation of the candidate's overall fieldwork performance. Like the three lesson evaluations, this final evaluation will be completed through an emailed Qualtrics link. Sections of the feedback will be labeled; some mentor responses will be viewable by the candidate. Other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Coordinator. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this final evaluation can be found on pages 30-32.

Reference Copy of CPII Observation Instrument (to be completed **ONLINE** after observing 3 chosen lessons)

Mentor teachers- We recommend that prior to filling out this form you:

- conduct a pre-conference with the candidate including a review of the lesson plan,
- observe the instruction of the lesson, and
- hold a post-conference to discuss your observation

Here are some questions to guide your **pre- observation** conference:

- What would you like me to observe throughout the lesson?
- Here is what I would like to see within your lesson...
- Where was this lesson born?
- How will you know whether or not the students understand the material?
- What processes have you used to develop this unit of study?
- What happens if there is an interruption?
- How will you know if your students are engaged?

Here are some questions to guide your **post- observation** conference:

- What occurred? What went well and what can be improved for next time?
- What was learned by the students? How do you know?
- Provide them with some positive feedback – try to use “and” rather than “but”
- What did you learn from this teaching experience?
- Pick one or two areas to focus on and try to end on a positive note.

For the following questions, please select the response that most accurately reflects the level of performance seen during the observation process for this lesson.

Lesson Planning: Content Knowledge

3- Demonstrates a solid command of subject matter through selection of appropriate NJSLS and consideration for prior student knowledge.

2- Demonstrates limited command of subject matter with gaps in knowledge; chosen NJSLS may be misaligned or not prevalent in instruction planned.

1-Demonstrates minimal command of subject matter with major gaps in knowledge; NJSLS are not considered in lesson planning and/or do not align with instruction planned.

Lesson Planning: Student Needs

3-Addressed a variety of student needs, abilities and cultural heritage

2-Showed some awareness of student needs, abilities and cultural heritage

1-Did not (accurately) address student needs, abilities and cultural heritage

Lesson Planning: Outcomes

3-Outcomes are clearly related, correct level of rigor for individual learners, and measurable

2-Outcomes are sometimes related, correct level of rigor for most learners, and some may be measured.

1-Outcomes are not clearly related, lack rigor and/or are inappropriate for some learners and/or are not measurable

Lesson Planning: Knowledge of Resources

3-Uses varied texts supplemented by a variety of external resources, including the Internet.

2-Uses resources available through the school, but has no knowledge of resources available elsewhere.

1-Uses only classroom provided resources and does not seek to expand own skill.

Lesson Planning: Coherent Instruction

- 3-Lessons are aligned to instructional outcomes with reasonable time allocations, significant cognitive challenge and differentiation for different groups of students.
- 2-Some learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students.
- 1-Lesson plans are not structured, sequenced or engaging and are unrealistic in their expectations.

Lesson Planning: Designing Assessments

- 3-Assessments are well designed, varied and the results are used to plan for future instruction.
- 2-Assessments are developed but not clear and results are intended to help plan for future instruction.
- 1-Only summative assessments used. Results not used to plan for future instruction

Classroom Environment: Creating an Environment of Respect and Rapport

- 3-Established respect and rapport with students
- 2-Some gaps respect and rapport with students
- 1-Inadequate in respect and rapport with students

Classroom Environment: Establishing a Culture for Learning

- 3-Students understand their role as learners and expend effort. Candidate interactions support hard work.
- 2-Classroom culture is characterized by little commitment to learning by the candidate or students. Students are more interested in completion of tasks than quality of work and candidate “goes through the motions” only.
- 1-Classroom culture is characterized by a lack of teacher or student commitment to learning and little to no energy in the task at hand. Low expectations for student achievement are the norm.

Classroom Environment: Managing Classroom Procedures

- 3-Routines for distribution and collection of materials are efficient and transitions between activities are smooth.
- 2-Routines for distribution and collection of materials and transitions have been established, but their operation is rough.
- 1-There are few/no established procedures for distributing and collecting materials and transitions are not handled effectively.

Classroom Environment: Managing Student Behavior

- 3-Managed student behavior consistently
- 2-Managed student behavior somewhat inconsistently
- 1-Inadequately managed student behavior

Classroom Environment: Organizing Physical Space

- 3 The classroom is safe, and students have equal access to learning activities. The teacher candidate ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.
- 2 The classroom is safe and essential learning is accessible to most students. The teacher candidate attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.
- 1- The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

Instruction: Communicating Clearly

- 3-Communication is consistently clear and accurate
- 2-Some inconsistencies in clear and/or accurate communication
- 1-Communication is often unclear and/or inaccurate

Instruction: Using Questions

- 3-Asked consistent, often aligned and/or challenging questions of most students
- 2-Asked uneven questions of a few students and/or of varying quality
- 1-Asked students very few [if any], and/or low level or confusing questions

Instruction: Student Engagement

- 3-Learning tasks and activities are challenging and scaffolded with appropriate pacing for engagement.
- 2-Learning tasks and activities require only minimal thinking and pacing might not be adequate to keep students engaged.
- 1-Learning tasks and activities require only rote responses and pacing is inappropriate with few students engaged.

Instruction: Engaging Students in Learning

- 3-Activities are aligned with outcomes, designed to be engaging/active and well-paced to the learners
- 2-Activities are partially aligned with outcomes, attempt but not always reach engagement/active learning and/or inconsistent pacing with learners
- 1-Activities are not (or poorly) aligned with outcomes, not designed to engage learners and not well-paced to learner needs

Instruction: Using Assessment in Instruction

- 3-Assessment is regularly used during instruction by teacher candidate and/or students, resulting in accurate, specific feedback that advances learning.
- 2-Assessment is used sporadically to support instruction by teacher candidate and/or students; feedback to students is general.
- 1-There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.

Instruction: Demonstrating Flexibility and Responsiveness

- 3-Makes minor adjustments as needed to instruction plans and accommodating student questions, needs and interests.
- 2-Attempts to modify the lesson when needed and respond to student questions and interests with moderate success.
- 1-Adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest.

Professionalism: Reflecting on Teaching

- 3-Specifically accurate judgment of lesson effectiveness and specific suggestions to improve
- 2-Generally accurate impression and some suggestions to improve
- 1-Misjudges whether the lesson was effective

Application of Content Knowledge

- 1-Does not apply key concepts, as defined by NJSL and/or relies heavily on materials that do not support the standards-based objective. Classroom activities lack student engagement in problem solving and/or critical thinking.
- 2- Inconsistently applies key concepts, as defined by NJSL. Classroom activities partially engage students in problem solving and/or critical thinking.
- 3- Applies key concepts, as defined by NJSL. Classroom activities engage students in problem solving and/or critical thinking.

Use of Technology

1- Limited to no use of technology for presentation and/or student activities, in alignment with NJSL & ISTE-T standards, to support higher-level learning and increased student engagement.

2- Uses technology inconsistently or misses opportunities for presentation and/or activities, in alignment with NJSL & ISTE-T standards, to support higher-level learning and increased student engagement.

3- Uses technology for both presentation and activities (collaboration, production, communication), in alignment with NJSL & ISTE-T standards, to support higher-level learning and increased student engagement.

N/A (if does not apply describe why below)

Overall Strengths:

Overall Areas for Improvement:

Reference Copy of CPII End of Term Disposition Assessment (to be completed **ONLINE** at end of semester)

Directions: Please use the following numbers to rate your student on each disposition based on the following scale by marking the corresponding number in the cell. Indicators for each disposition are found in the cells.

Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Oral communication skills... prompt 1

(0) Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice

(1) Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors

(2) Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment

Oral communication skills... prompt 2

(0) Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation

(1) Strives to vary oral communication as evidenced of some students demonstrating a lack of participation

(2) Varies oral communication as evidenced by encouraging participatory behaviors

Oral communication skills... prompt 3

(0) Choice of vocabulary is either too difficult or too simplistic

(1) Occasionally uses vocabulary that is either too difficult or too simplistic

(2) Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Written communication skills...prompt 1

(0) Communicates in tones that are harsh or negative as evidenced by fostering negative responses

(1) Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses

(2) Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses

Written communication skills...prompt 2

(0) Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes

(1) Demonstrates common errors in spelling and grammar

(2) Demonstrates precise spelling and grammar

Professionalism...prompt 1

(0) Does not respond to communications and does not submit all assignments

(1) Delayed response to communications and late submission of assignments

(2) Responds promptly to communications and submits all assignments

Professionalism...prompt 2

- (0) Fails to exhibit punctuality and/or attendance
- (1) Not consistently punctual and/or has absences
- (2) Consistently exhibits punctuality and attendance

Professionalism...prompt 3

- (0) Crosses major boundaries of ethical standards of practice
- (1) Crosses minor boundaries of ethical standards of practice
- (2) Maintains professional boundaries of ethical standards of practice

Professionalism...prompt 4

- (0) Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others
- (1) Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum
- (2) Keeps inappropriate personal life issues out of classroom/workplace

Professionalism...prompt 5

- (0) Functions as a group member with no participation
- (1) Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation
- (2) Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Attitude...prompt 1

- (0) Often complains when encountering problems and rarely offers solutions
- (1) Seeks solutions to problems with prompting
- (2) Actively seeks solutions to problems without prompting or complaining

Attitude...prompt 2

- (0) Resists change and appears offended when suggestions are made to try new ideas/activities
- (1) May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed
- (2) Tries new ideas/activities that are suggested

Attitude...prompt 3

- (0) Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
- (1) Overlooks opportunities to demonstrate positive affect
- (2) Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

Preparedness in teaching and learning...prompt 1

- (0) Rejects constructive feedback as evidenced by no implementation of feedback
- (1) Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions
- (2) Accepts constructive feedback as evidenced by implementation of feedback as needed

Preparedness in teaching and learning...prompt 2

- (0) Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve
- (1) Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement
- (2) Learns and adjusts from experience and reflection as evidenced by improvements in performance

Preparedness in teaching and learning...prompt 3

- (0) Comes to setting unplanned and without needed materials
- (1) Comes to setting with some plans and most needed materials
- (2) Comes to setting planned and with all needed materials

Preparedness in teaching and learning...prompt 4

- (0) Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed
- (1) Aware that lesson is not working but does not know how to alter plans to adjust
- (2) Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Appreciation for diversity...prompt 1

- (0) Demonstrates inequitable embracement of all diversities
- (1) Goes through the expected and superficial motions to embrace all diversities
- (2) Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence

Appreciation for diversity...prompt 2

- (0) Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students
- (1) Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task
- (2) Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors

Collaboration...prompt 1

- (0) Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus
- (1) Demonstrates some flexibility
- (2) Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus

Collaboration...prompt 2

- (0) Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others
- (1) Maintains a respectful tone in most circumstances but is not consistent
- (2) Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others

Collaboration...prompt 3

- (0) Rarely collaborates or shares strategies and ideas even when prompted
- (1) Shares teaching strategies as evidenced by some effort towards collaboration
- (2) Proactively shares teaching strategies as evidenced by productive collaboration

Self-regulation and initiative...prompt 1

- (0) Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
- (1) Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth
- (2) Recognizes own weaknesses as evidenced by seeking solutions before asking for support

Self-regulation and initiative...prompt 2

- (0) Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work
- (1) Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles
- (2) Researches and implements most effective teaching styles as evidenced by citing works submitted

Final Clinical Practice - EDUC 4990

Course Description

Full-time Final Clinical Practice Semester includes a full-time student teaching experience of observing, planning, and teaching in area public Pre-K, elementary, or secondary schools. Full-time Final Clinical Practice (EDUC 4990, 12 credits) is an experience that requires additional time out of school to prepare lessons, grade papers, schedule parent/guardian conferences, etc. Students must see that personal obligations, including employment, do not interfere with their success during this final semester. This is a full-time, unpaid internship that lasts 15 weeks. The 16 credit semester requirements are the same for all Stockton education students regardless of certification path. Co-requisites of this course include:

- EDUC 4991 Full-time Final Clinical Practice Seminar (2 credits) - The seminar provides an opportunity for students to reflect on and to apply educational knowledge and skills. Seminars are held bi-weekly on campus. Topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation.
- EDUC 4992 edTPA Capstone (2 credits) - The six-session course serves as support for the preparation and completion of the state-mandated performance assessment, edTPA, during student teaching. Students will not be in their fieldwork classroom the first 6 Fridays, for approximately 2 hours.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school, 80 hours of fieldwork in a separate school, and 100 hours in a placement that is consistent with their intended certification. They have worked with students 1:1, in small group settings, assisted mentors with planning and assessing, and designed/implemented multiple whole-group lessons. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented lessons using differentiated instruction.

In addition, all candidates have completed professional courses on topics including: *psychology of the learner*, *diversity (within and beyond the school setting)*, *inclusive learning*, and/or *instructional technology*.

Expectations for the Candidate

Please refer to the Student Teaching Handbook (this is separate from Stockton Teacher Education Handbook): https://stockton.edu/education/teacher-resources/documents/Student_Teaching_Handbook.pdf

**Pay particular attention to the following:

- Pages 11-16 Guidelines for the Teacher Candidate
- Pages 17-21 Guidelines for the Mentor Teacher
- Pages 33-34 New Jersey Professional Standards for Teachers and NEA Code of Ethics

Assignments

Please refer to the Student Teaching Seminar Syllabus

Helpful Mentor Tips

1. Review the Guidelines for Mentor Teachers, beginning on page 17, of the Student Teaching Handbook: https://stockton.edu/education/teacher-resources/documents/Student_Teaching_Handbook.pdf
2. Reference the mentor teacher resources found at <https://stockton.edu/education/teacher-resources/index.html>

3. Make your expectations clear regarding policies, professionalism, and procedures. Student teachers do not have the same common sense as seasoned veterans.
4. Please remain an active part of your classroom. The ability to watch someone model good practices is much more effective in developing reflective practitioners. Dumping them in the “deep end” is not beneficial for the teacher candidate or the students in the classroom. We encourage good teaching practices over survival skills.
5. Teacher candidates must learn how to recover when a lesson does not go well. Part of learning is failing and the ability to recover. Think about learning to ride a bike. Even though you wear a helmet, when you are first learning you will probably still fall and scrape your knee, but as a mentor you encourage them to get back on that bike and try again. However, as the mentor if you see they are heading for a catastrophic injury that will cause permanent damage to themselves or others you should step in and stop them.
6. Refer to pages 5-7 in the Student Teaching Handbook for a sample schedule of the model chosen. These schedules provide a scaffolded approach for the candidate to gradually assume the responsibilities of a full-time teacher.
7. Familiarize yourself with edTPA. Your candidate cannot obtain certification without passing this performance-based assessment. See pages 10 and 20 in the Student Teacher Handbook or www.edtpa.com for more information. Continually ask the candidate about their progress to assist with completion. The sooner candidates submit edTPA, the sooner they can fully concentrate on their student teaching experience..
8. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. Remember, mentors may have internalized many of these processes over the years whereas candidates may need to be more intentional.
9. Candidates may not be a carbon copy of the mentor; they will need help developing their own unique style as they transform from student to teacher. Handing them already created resources may save time, but it encourages the candidate to copy the mentor’s style. It also fails to teach them how to analyze why or how materials are best suited for a particular group of students.
10. Mentors should work with candidates as they plan lessons. Ask questions and what-ifs so they are best prepared for the unknown. For some co-planning guidelines check <https://journals.sagepub.com/doi/pdf/10.1177/0031721718815673>
11. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
12. Reflect, reflect, reflect.
13. Utilize the Guidelines for Mentor Teachers on pages 17-21 of the Student Teaching Handbook.
14. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. This is a learning opportunity for all members of the teaching team.

Mentor Evaluation

Mentors of student teachers will be assigned a *Taskstream* account. Candidates will upload lesson plans and artifacts within this system. This will allow mentors to provide lesson plan feedback to the candidates, evaluate presented lessons and progress, as well as maintain contact with the TEDU program and university supervisors. Training for *Taskstream* will be provided by Stockton University. For additional questions concerning evaluation, please refer to the Student Teaching Resource Website:

<https://stockton.edu/education/teacher-resources/index.html>