School of Education

MENTEE/MENTOR CLINICAL HANDBOOK

Effective Fall 2023

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.

Table of Contents

Stockton University Teacher Education Course Information	.....	2
General Expectations for all Teacher Candidates	.....	3
Additional Expectations for Video or Virtual Communication	.....	5
Clinical Experience	.....	8
Clinical Practice I	.....	15
Clinical Practice II	.....	21
Final Clinical Practice	.....	33

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 term's expectations, candidates should work with small groups, assist with 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 jordancorson@stockton.edu Dr. Stacey Culleny stacey.culleny@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 semester's role, they will be 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 Culleny stacey.culleny@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 themself 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?

Always Counts	Never Counts	Might Count (must be pre-approved by candidate's Stockton instructor)
● 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)	● 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)	● 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 also **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, candidates should remain professionally dressed. If the candidate's dress is not consistent with the school's dress code, the mentor should alert the candidate's instructor.

Professional Conduct

Candidates are expected to behave as professionals, following:

- the New Jersey Professional Standards for Teachers: https://www.state.nj.us/education/profdev/requirements/standards/docs/ProfStandardsforTeachersAlignmentwithInTASC.pdf
- NEA Code of Ethics: http://www.nea.org/home/30442.htm
- Stockton Teacher Education Handbook. Specifically pages 16-17.

As our candidates are novices to the profession, we encourage the mentor to share details on school specific policies and practices as an employee, such as:

- 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 only be viewed by the course instructor.
- Obscene or crude language is not permitted at any time, even out of the presence of P-12 students.
- Specifics regarding the P-12 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

For all video or virtual communication with PK-12 students, we expect Stockton preservice teacher candidates to adhere to the following guidelines for safety and professionalism. **Please see the Video Communication Letter agreed upon between Stockton's Dean of Education and the District Superintendents on the following page.**

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 yourself by your professional name and role (ie. Mr., Miss.,…).
- Follow any and all guidelines provided by your mentor teacher.
- Get your mentor teacher's approval for any video BEFORE distributing to students.
- Be sure that 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 your mentor teacher or other designated professional that monitors your work in the school setting.
- Turn off any automatic notifications on the device used (laptop, cell phone, etc) for live sessions such as text alerts, emails, etc.
- Ensure that you are dressed professionally if you appear 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 your full attention to the class if participating in a live video.
- Ensure that no other people appear in the images unless you have express written permission to include them from your mentor teacher and those people adhere to standards of professional dress and behavior.
- Ensure that no animals appear in the images unless you have 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 your mentor teacher(s) BEFORE any virtual meetings or activities with students.
- Provide a written summary to your mentor teachers AFTER any virtual meetings or activities with students.

STOCKTON UNIVERSITY

School of Education
P: 609.652.4688 • F: 609.626.5528

101 Vera King Farris Drive | Galloway NJ 08205-9441
stockton.edu

Dear School Partner,

Thank you for hosting Stockton preservice candidates for their final field experiences. Although the New Jersey Department of Education no longer requires edTPA, the state still requires that each university administers their own local performance assessment. The performance assessment, as described by Senate Bill 896, includes a "multiple-measure assessment process demonstrat[ing] the pedagogical knowledge and skills." To fulfill this requirement, Stockton University's performance assessment includes brief video recordings of our candidates in the classroom setting. However, unlike edTPA, these videos need only capture the learners' "backs of heads" and not their faces. Further, the videos are only viewed by Stockton faculty to verify candidate performance with alignment to the Danielson Framework for Teaching.

We have developed a secure protocol described below for collection and review of video and materials.

- All teacher candidates sign a confidentiality agreement which has been reviewed by Stockton University's attorneys. Faculty of certification courses carefully monitor candidate ethics and practices in alignment with school district privacy guidelines.
- Digital recordings are captured and stored in secure, designated Stockton approved platforms and are shared only with designated faculty of certification courses.
- In the case of Clinical Practice II, limited recordings are used for instructional purposes only and are arranged in advance with the mentor teacher. They focus solely on the candidate's instructional practices and align with existing curriculum as described in course syllabi.
- In the case of Final Clinical Practice/Student Teaching, no more than three video segments (15 minutes in length) will be uploaded via secure Stockton protocols to assist with evidence collection in alignment with our program's performance-based, NJDOE-required assessment.

We greatly appreciate your support of our teacher candidates as they hone their skills in preparation for and/or during student teaching. Should you have any additional questions or concerns please email us at soe@stockton.edu or call the office number shown above.

Sincerely,

Claudine Keenan, Dean of Education

Why are student teachers still doing a performance assessment if edTPA has been eliminated?

- As of 1/18/23, NJDOE law shifts the responsibility of determining the performance assessment from the Commissioner of Education (edTPA) to individual educator preparation programs (S896 w/GR). Therefore, all teacher candidates must still complete a performance-based assessment, at the university level, that provides a measure of candidates' pedagogical skills in alignment with program, state, and national standards.

What is the performance assessment designed to achieve?

- The performance assessment provides a ***direct measure*** of our candidates' competencies in planning, instruction, and assessment to support learners' academic achievement.
- The performance assessment asks candidates to do mostly what they are already doing in their preparation programs: demonstrating research-based teaching skills through instruction and reflection. Artifacts such as video are collected to illustrate competency with the implementation of a candidate's planned lessons. Specifically, video allows for confirmation of candidate practices in alignment with Danielson Framework for Teaching, our program's chosen tool for preservice teacher evaluation.
- The performance assessment is candidate-driven and mentor teachers will not be asked to do any additional work beyond their normal routine when mentoring student teachers.
- The performance assessment, in addition to existing student teacher evaluations by mentor teachers and university supervisors, allows for triangulation of findings on candidate proficiency.

What policies are in place to ensure the confidentiality and security of candidate materials and assessment data, including access to and use of video recordings?

- Stockton students will only video-record using the Swivl app directly to the secure web-based Swivl Cloud program. Within the Cloud, students cut video to no more than 15 minutes of unedited instruction, then transfer it from the secure Cloud to Stockton-approved, FERPA-compliant platform providers (Blackboard, Taskstream, and/or Exxat).
- No names of the state, school, district, nor students will be used.

What if a candidate's classroom contains students who may not be filmed (witness protection program, religious objections, etc.)?

- The classroom and filming angle will be set up to capture "backs of heads" only.
- Candidates may record a whole group lesson or a small group (minimum of four 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 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:

- All hours must consist of core subject instruction (ELA, math, science, history - unless the candidate is seeking an elective certification such as art). Lunch periods will not be counted
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended by the mentor
- **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** _____

From	*To*	*#Minutes*	*Observation Notes*
			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.

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:** 1st/Reading
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **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):** 1:1 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	60min	**Grade/Subject/Class/Event:** 2ND/Science
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): Visiting Teacher			**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:** 1st/ Math
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **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	1230pm	25 min	**Grade/Subject/Class/Event:** 1st Grade Team Meeting
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **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 grade1 to discuss standards-based grading - rubric drafts were shared.

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:**
225 min = 3hr 45 min	5hr 15min	Sally Student	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 Disposition Assessment**
(to be completed **ONLINE** at end of semester; a link will be emailed to you)

Mentors: As part of the preparation to enter the teaching profession, a candidate in Clinical Experience is placed in an educational setting for a minimum of 50 hours over the course of the semester. This course provides candidates with an overview of an urban classroom, the roles and responsibilities of school personnel, and the ways in which schools interact with communities and parents. The clinical setting also provides an opportunity to develop an understanding of diversity (ethnic, linguistic, and academic) within a school setting, the structure of the classroom environment, and the varied needs of learners. Your candidate is currently in this experience. All responses you provide relate to the candidate's performance while in your school setting.

Be aware that this is the candidate's **first formal experience** in an educational setting as a preservice teacher. As such, this is introductory in nature and provides an opportunity for the student to develop a sense of the classroom, school structure, and teacher's roles. Following successful completion of this experience, the candidate will complete two other field placements (an 80 hr and 100 hr placement) prior to student teaching.

1. Did the candidate complete the mandatory 50 hours, including at least one full day?
2. Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?
3. Was the CEXP candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by observing the mentor's lesson preparation and instruction, understanding the roles of other professional in the room, and circulating the room to support classroom instruction?
4. Did the candidate present themselves in a professional manner?

Please use each respective rubric to rate the teacher candidate on each presented disposition. Scores for each of the dispositions 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:

5. Knowing and Valuing Students (D1b; InT1&2&7)
   (3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.
   (2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.
   (1) Candidate demonstrates limited to no understanding of students' cognitive, physical, social and emotional development.

6. Cultivating Respectful and Affirming Environments (D2a; InT3)
   (3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.
   (2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.
   (1) Candidate demonstrates limited to no ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

7. Fostering a Culture for Learning (D2b; InTn/a)
   (3) Candidate encourages and supports teachers' practices in fostering a culture of learning in the classroom.
   (2) Candidate supports teachers' practices in fostering a culture of learning in the classroom.
   (1) Candidate has limited to no support of teacher's practices in fostering a culture of learning in the classroom.

8. Engaging in Reflective Practice (D4a; InT9)
   (3) Candidate reflects on various assets (community, student interests/learning profiles) that impact a positive learning environment.
   (2) Candidate reflects on some assets (community, student interests/learning profiles) that impact a positive learning environment.
   (1) Candidate has limited to no reflection regarding assets (community, student interests/learning profiles) that impact a positive learning environment.

9. Growing and Developing Professionally (D4e; InT9)
   (3) Candidate identifies skills (management, instructional strategies, professional collaboration) needed to successfully lead a classroom.
   (2) Candidate identifies some skills (management, instructional strategies, professional collaboration) needed to successfully grow and develop professionally, and lead a classroom.
   (1) Candidate identifies limited to no skills needed to grow and develop professionally and to successfully lead a classroom.

10. Next term, the candidate will complete an additional 80 hours of fieldwork with more in-depth work that prepares them for teaching/instruction. Based on your best judgment, is the candidate ready for this experience?

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** _____

From	*To*	*#Minutes*	*Observation Notes*
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			

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:**

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:** 3rd/math
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): X			**Standard/Objective:** SWBAT multiply two(two digit) numbers with at least 95% accuracy. **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:** 3rd/science
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): X			**Standard/Objective:** SWBAT identify properties of matter through three characteristics. **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	55min	**Grade/Subject/Class/Event:** 3rd/SIP
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): Visiting Teacher			**Standard/Objective:** students will participate in a Social Studies & Character Ed activity **Activity & Assessment Summary:** Prescripted program "Character Counts" was followed - students engaged in a bullying role-play
12:30pm	1:15pm	45min	**Grade/Subject/Class/Event:** 3rd/ELA
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): X			**Standard/Objective:** SWBAT illustrate noun/verb agreement through short essay writing. **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. 25 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): Cindy Candidate	**Page:** 2

Assignments

Assignments in this course will require candidates' interaction with curricular documents and material, study the academic and behavioral progress of three focus students over an extended period of time, and make astute connections between educational theory and instructional practice. You 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 Disposition Assessment**
(to be completed **ONLINE** at end of semester; a link will be emailed to you)

Mentors: As part of the preparation to enter the teaching profession, a candidate completes three semesters of coursework including field-based experiences to prepare for full-time clinical practice (student teaching). This experience is during the second semester of a candidate's experience. Your candidate has already completed a 50 hour experience in a previous term. For Clinical Practice I fieldwork experience, a candidate is placed in an educational setting for a minimum of 80 hours over the course of the semester. The candidate's primary objectives are to observe, interact with students, and assist teachers in various capacities in order to complete course assignments while building their knowledge and skills as a preservice teacher. We are asking you to provide feedback on the candidate's experience. This feedback is valuable to the candidate, the instructor who oversees the candidate's experience, and the Teacher Education Program.

1. Has the candidate completed a minimum of 80 hours, including at least one full day visitation?
2. Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?
3. Was the CPI candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by circulating the room, assisting small groups of learners, and conversing with the mentor?
4. Did the candidate present themselves in a professional manner?

Please use each respective rubric to rate the teacher candidate on each presented disposition. Scores for each of the dispositions 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.

5. Applying Knowledge of Content and Pedagogy (D1a; InT1&4)
   (3) Candidate demonstrates strong knowledge of content and pedagogy to effectively support student learning and engagement.
   (2) Candidate demonstrates general knowledge of content and pedagogy to effectively support student learning and engagement.
   (1) Candidate demonstrates limited to no knowledge of content and pedagogy to effectively support student learning and engagement.

6. Knowing and Valuing Students (D1b; InT1&2&7)
   (3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.
   (2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.
   (1) Candidate demonstrates little to no understanding of students' cognitive, physical, social and emotional development.

7. Cultivating Respectful and Affirming Environments (D2a; InT3)
   (3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.
   (2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.
   (1) Candidate does not demonstrate the ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

8. Fostering a Culture for Learning (D2b; InTn/a)
   (3) Candidate models, encourages, and supports students in a growth-mindset that fosters perseverance and support of others.
   (2) Candidate occasionally encourages student curiosity, critical thinking, reasoning, and reflection.
   (1) Candidate ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect; there is little to no agency or purpose for students' work.

9. Engaging in Reflective Practice (D4a; InT9)
   (3) Candidate reflects on various assets (community, student interests/learning profiles) that impact a positive learning environment.
   (2) Candidate reflects on some assets (community, student interests/learning profiles) that impact a positive learning environment.
   (1) Candidate does not reflect on assets (community, student interests/learning profiles) that impact a positive learning environment.

10. Growing and Developing Professionally (D4e; InT9)
    (3) Candidate identifies skills (management, instructional strategies, professional collaboration) needed to successfully lead a classroom.
    (2) Candidate identifies some skills (management, instructional strategies, professional collaboration) needed to successfully grow and develop professionally, and lead a classroom.
    (1) Candidate does not identify, nor is open to, skills needed to grow and develop professionally and to successfully lead a classroom.

11. Next term, the candidate will complete an additional 100 hours of fieldwork with more in-depth work that prepares them for teaching/instruction. Based on your best judgment, is the candidate ready for this experience?

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 participants**. 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** _____

From	*To*	*#Minutes*	*Observation Notes*
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			
			Grade/Subject/Class/Event:
Mentor's Signature (must sign for EVERY class observation/event):			**Standard/Objective:**
			Activity & Assessment Summary:
Visiting Teacher's Signature (mentor must pre-approve visit hours):			

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:**

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:** 10th / Algebra II
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours):			**Standard/Objective:** Given a parabola in standard form, SWBAT graph the vertex and orientation with 100% accuracy **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): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours):			**Standard/Objective:** X **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:** 9th / Algebra I
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours):			**Standard/Objective:** SWBAT solve for a given variable in a one-step equation. **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.
11:00am	11:45am	45min	**Grade/Subject/Class/Event:** 12th / Calculus
Mentor's Signature (must sign for EVERY class observation/event): mentor teacher **Visiting Teacher's Signature** (mentor must pre-approve visit hours): Mentor Teacher			**Standard/Objective:** SWBAT find the first derivative of a function. **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): Ted Teacher **Page:** 2

Assignments

Assignments will differ depending on the candidate's grade level certification. In general, candidates may need to interview you or ask for assistance in locating resources for assignment completion. You 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 2022 Danielson Framework for Teachers. If unfamiliar with the framework, the mentor may consult a copy of the framework online: https://danielsongroup.org/the-framework-for-teaching/

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 29-32.

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

Mentors - 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.

Alignment to Danielson Framework & InTASC
The Danielson Framework for Teachers (FfT - 2022 version) is a state-approved teacher evaluation model. The Stockton School of Education utilizes this framework to track and evaluate candidate progress in clinical settings. The Danielson FfT is aligned to the national model core teaching standards of the Interstate Teacher Assessment and Support Consortium (InTASC). InTASC is further aligned to the New Jersey Professional Standards for Teachers (NJPST). Additional standards referenced include the national technology standards for teachers (ISTE-T) and New Jersey Student Learning Standards (NJSLS). Alignments are provided for each item below. For more details on standards and/or Danielson Framework, refer to the Clinical Handbook for Educators.

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

1. **Planning & Preparation: Applying Knowledge of Content and Pedagogy (D1a, InTASC 1 & 4, NJSLS)**
   3- The candidate's understanding of content and pedagogy supports student learning of the content
   2- The candidate's understanding of content and pedagogy partially supports student learning of the content.
   1- The candidate lacks sufficient knowledge of content and pedagogy to support student learning of the content.

2. **Planning & Preparation: Knowing and Valuing Students (D1b, InTASC 1, 2, 7)**
   3- The candidate's knowledge of students supports learning and development, and enables the candidate to build upon student assets.
   2- The candidate's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.
   1- The candidate lacks sufficient knowledge of students to support student learning or development.

3. **Planning & Preparation: Setting Instructional Outcomes (D1c, InTASC1)**
   3- Instructional outcomes are rigorous and appropriate for students.
   2- Instructional outcomes are moderately rigorous and are appropriate for most students in the class.
   1- Instructional outcomes are not identified, are not rigorous, or are inappropriate.

4. **Planning & Preparation: Using Resources Effectively (D1d, InTASC 2, 5)**
   3- The candidate's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.
   2- The candidate understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.
   1- The candidate is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.

5. **Planning & Preparation: Planning Coherent Instruction (D1e, InTASC1, 4,7)**
   3- Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.
   2- Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.
   1- The design of learning experiences does not support student engagement with important content.

6. **Planning & Preparation: Designing and Analyzing Assessments (D1f, InTASC 6)**
   3- Assessments are planned throughout the instructional process and provide timely and valuable information to teachers/candidate and feedback to students.
   2- Assessments will partially help the candidate determine whether students have learning or are learning the intended outcomes.
   1- There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.

7. **Learning Environments: Cultivating Respectful and Affirming Environments (D2a, InTASC3)**
   3- Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.
   2- Learning environments are partially characterized by caring and respectful interactions.
   1- Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.

8. **Learning Environments: Fostering a Culture for Learning (D2b, InTASC 3)**
   3- The culture of the class is characterized by high expectations and supports students' learning and development.
   2- The culture of the class is somewhat conducive to learning and development.
   1- The culture of the class is not conducive to learning and does not support development.

9. **Learning Environments: Maintaining Purposeful Environments (D2c, InTASC 1,3)**
   3- Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.
   2- Classroom routines and procedures, established or managed primarily by the candidate and taught explicitly to students, support opportunities for student learning and development.

1- Student learning and development are hindered by a lack of routines or inefficient classroom procedures.

10. **Learning Environments: Supporting Positive Student Behavior (D2d, InTASC 2)**
    3- Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.
    2- Positive behavior are modeled by the candidate and occasionally taught explicitly.
    1- There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.

11. **Learning Environments: Organizing Spaces for Learning (D2e, InTASC 3, 7,8)**
    3- Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.
    2- Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.
    1- Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.

12. **Learning Experiences: Communicating about Purpose and Content (D3a, InTASC 5)**
    3- Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.
    2- Communication about purpose and content is mostly clear and accurate; it partially supports learning.
    1- Communication about purpose and content is unclear or confusing and hinders student learning.

13. **Learning Experiences: Using Questioning and Discussion Techniques (D3b, InTASC 8)**
    3- Questioning and discussion, framed or led by the candidate and students, effectively support critical thinking, reasoning, and reflection.
    2- Questioning and discussion, primarily framed and led by the candidate, are used to support student learning and development.
    1- Questioning and discussion are absent or do not support learning and development.

14. **Learning Experiences: Engaging Students in Learning (D3c, InTASC 1, 3, 4, 5, 8)**
    3- Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.
    2- Learning experiences partially engage students intellectually; the activities require students to do some thinking.
    1- Learning experiences do not require active intellectual engagement by students.

15. **Learning Experiences: Using Assessment for Learning (D3d, InTASC 6)**
    3- The candidate and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.
    2- Formative assessment partially supports student learning and development.
    1- Formative assessment is not used during instruction or does not support learning and development.

16. **Learning Experiences: Responding Flexibly to Student Needs (D3e, InTASC 8)**
    3- The candidate's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.
    2- The candidate makes some adjustments to learning experiences and is responsive to student needs with partial success.
    1- The candidate makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.

17. **Principled Teaching: Engaging in Reflective Practice (D4a, InTASC 9)**
    3- The candidate's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.
    2- The candidate's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.
    1- The candidate does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.

18. Candidate’s strengths at this time:

19. Candidate’s areas for improvement/growth at this time:

Reference Copy of **CPII Disposition Assessment**
(to be completed **ONLINE** at end of semester; a link will be emailed to you)

Mentors: As part of the preparation to enter the teaching profession, a candidate completes three semesters of coursework including field-based experiences to prepare for full-time clinical practice (student teaching). This experience is during the second semester of a candidate's experience. Your candidate has already completed a 50 hour experience in a previous term. For Clinical Practice I fieldwork experience, a candidate is placed in an educational setting for a minimum of 80 hours over the course of the semester. The candidate's primary objectives are to observe, interact with students, and assist teachers in various capacities in order to complete course assignments while building their knowledge and skills as a preservice teacher. We are asking you to provide feedback on the candidate's experience. This feedback is valuable to the candidate, the instructor who oversees the candidate's experience, and the Teacher Education Program.

1. Did the candidate complete the mandatory 100 hours, including at least one full day?
2. Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?
3. Was the CPII candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by circulating the classroom, assisting students 1:1 and in small groups, conversing with the mentor regularly, and planning and implementing at least six lessons?
4. Did the candidate present themselves in a professional manner?

Directions: Please use each respective rubric to rate the teacher candidate on each presented disposition. Scores for each of the dispositions 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.

5. Applying Knowledge of Content and Pedagogy (D1a; InT1&4)
   (3) Candidate demonstrates strong knowledge of content and pedagogy to effectively support student learning and engagement.
   (2) Candidate demonstrates general knowledge of content and pedagogy to effectively support student learning and engagement.
   (1) Candidate does not demonstrate knowledge of content and pedagogy to effectively support student learning and engagement.

6. Knowing and Valuing Students (D1b; InT1&2&7)
   (3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.
   (2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.
   (1) Candidate demonstrates little to no understanding of students' cognitive, physical, social and emotional development.

7. Setting Instructional Outcomes (D1c; InT1)
   (3) Candidate plans for high quality instruction, supporting critical thinking and mastery of content and skills.
   (2) Candidate delivers quality instruction, supporting critical thinking and mastery of content and skills.
   (1) Candidate does not deliver instruction that supports critical thinking nor mastery of content and skills.

8. Using Resources Effectively (D1d; InTn/a)
   (3) Candidate plans for high-quality instruction to ensure access to content that meets individual students' needs.
   (2) Candidate plans for quality instruction to ensure access to content that meets students' needs.
   (1) Candidate plans for instruction with limited to no consideration for students' needs.

9. Planning Coherent Instruction (D1e; InT1&4&7)
   (3) Candidate creates and delivers instruction aligned with standards using multiple strategies that meet students' academic needs.
   (2) Candidate creates and delivers instruction aligned with standards using some strategies that meet students' academic needs.
   (1) Candidate does not create and/or deliver instruction aligned with standards using strategies that meet students' academic needs.

10. Designing and Analyzing Assessments (D1f; InT6)
    (3) Candidate designs, administers, and evaluates student assessments that provide accurate, clear evidence to monitor student progress.
    (2) Candidate designs, administers, and evaluates student assessments to monitor student progress.
    (1) Candidate does not design, administer, and/or evaluate student assessments to monitor student progress.

11. Cultivating Respectful and Affirming Environments (D2a; InT3)
    (3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.
    (2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.
    (1) Candidate does not demonstrate the ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

12. Fostering a Culture for Learning (D2b; InTn/a)
    (3) Candidate models, encourages, and supports students in a growth-mindset that fosters perseverance and support of others.
    (2) Candidate occasionally encourages student curiosity, critical thinking, reasoning, and reflection.
    (1) Candidate ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect; there is little to no agency or purpose for students' work.

13. Maintaining Purposeful Environments (D2c; InTn/a)
    (3) Candidate sets expectations for student responsibility and autonomy to create an efficient and collaborative learning environment.
    (2) Candidate establishes routines and procedures that partially support student autonomy and are managed somewhat efficiently and effectively.
    (1) Candidate's routines are either absent or not deployed efficiently, effectively, or equitably; instructional time is lost.

14. Supporting Positive Student Behavior (D2d; InTn/a)
    (3) Candidate models, teaches, and reinforces student reflection and self-regulation for classroom with positive learning, behavior, and citizenship.
    (2) Candidate establishes expectations to promote positive behavior but with uneven success.
    (1) Candidate does not communicate expectations nor address negative behavior or habits of character.

15. Organizing Spaces for Learning (D2e; InTn/a)
    (3) Candidate creates a safe and accessible environment that enhances the learning experience and increases student participation and ownership.
    (2) Candidate creates an environment that is generally safe and allows some student voice for ownership; design of the space is not an impediment to learning but does not enhance it.
    (1) Candidate does not modify learning spaces that are unsafe, inaccessible, and/or not conducive to learning and development.

16. Communicating about Purpose and Content (D3a; InT5)
    (3) Candidate communicates (oral & written) content in accurate, grade appropriate, and clear ways with a focus on meaningful engagement of learners.
    (2) Candidate communication (oral & written) is mostly clear with partial engagement of learners respective to the content taught.
    (1) Candidate's communication of content is unclear and/or confusing thereby hindering student learning.

17. Using Questioning and Discussion Techniques (D3b; InT8)
    (3) Candidate promotes respectful and balanced student discourse about the content learned.
    (2) Candidate promotes some discourse about the content; learners through questioning with uneven results, sometimes taking the lead in discussion.
    (1) Candidate has limited use of questioning and discourse to support content learned with little to no student-student discussion.

18. Engaging Students in Learning (D3c; InT1&3&4&5&8)
    (3) Candidate uses multiple and effective opportunities through varied methods to support intellectual engagement and deep learning.
    (2) Candidate partially engages students with some opportunities to encourage student thinking and learning.
    (1) Candidate uses limited strategies to support engagement with minimal student thinking expected.

19. Using Assessment in Learning (D3d; InT6)
    (3) Candidate monitors learning through direct evidence and uses specific, high quality feedback focused on improvement.
    (2) Candidate uses some formative assessment methods to support student understanding with partially effective strategies.
    (1) Candidate uses limited formative assessment practices to track and support student learning.

20. Responding Flexibly to Student Needs (D3e; InT8)
    (3) Candidate uses their expertise to alter or replace pre-planned activities based on students' understanding, questions and interests; capitalizes on unexpected actions or events to support learning.
    (2) Candidate makes some adjustments to instruction/learning activities but may miss signs of struggle or have difficulty adjusting in real-time with students.
    (1) Candidate makes no adjustments to instruction, even when it is apparent it is needed, and is not responsive to students' needs.

21. Engaging in Reflective Practice (D4a; InT9)
    (3) Candidate engages in reflective practice including using evidence (activities, assessments, etc) to evaluate success of learning and inform future practice.
    (2) Candidate engages in reflective practices, which may not be aligned to specific evidence, to measure success of learning.
    (1) Candidate does not engage in reflective practices to measure students' learning.

22. Growing and Developing Professionally (D4e; InT9)
    (3) Candidate seeks methods to improve their practice, resulting from the identification of needed growth, consideration for community assets, and collaboration with colleagues.
    (2) Candidate seeks limited methods to improve their practice, relying on familiar strategies and/or taking little instructional risk to further their development.
    (1) Candidate does not seek methods to improve their practice, ignoring community assets and input from colleagues.

23. Acting in Service of Students (D4f; InT9&10)
    (3) Candidate models care, honesty and integrity with students, families, and colleagues; is an advocate and decisions are made based on best interest of students.
    (2) Candidate inconsistently models care, honesty, and integrity with students, families, and colleagues; decisions are partially informed by the students' performance.
    (1) Candidate does not model care, honesty, and integrity with students, families, and colleagues; candidate's decisions are informed by their own beliefs, with little regard to stakeholders.

24. Next term, the candidate will complete full-time student teaching with more in-depth work that prepares them for teaching/instruction. Based on your best judgment, is the candidate ready for this experience?

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 course requirements for the Full-time Final Clinical Practice are the same for all Stockton 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. In addition, a vital component of the seminar is the support it affords student teachers as they carry out their duties in the classroom.
- 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 of the term from 8:00-9:50am.

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 https://stockton.edu/education/teacher-resources/documents/Student_Teaching_Handbook.pdf

Assignments

Please refer to the Student Teaching Seminar Syllabus

Helpful Mentor Tips

1. Review the Guidelines for Mentor Teachers in 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 the Student Teaching Handbook for a sample schedule of the model you have chosen. These schedules provide a scaffolded approach for your candidate to gradually assume the responsibilities of a full-time teacher.
7. Familiarize yourself with Stockton's TPA (effective Fall 2023). Your candidate cannot obtain certification without passing this performance-based assessment. While your candidate will be guided by an assigned instructor during this assessment, you may ask your candidate about their progress.
8. Candidates will need time to ask you questions and learn how and why you make lesson choices. If they do not ask you directly, please prompt them to do so. Remember, you have internalized many of these processes over the years.
9. Your teacher candidate is not a "mini-me" and needs help to develop their own unique style as they transform from student to teacher. If you hand them resources that you have already curated it may save time, but it encourages your candidate to copy you and does not teach them how to analyze why or how materials are best suited for a particular group of students.
10. 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. 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. 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. Visit http://inservice.ascd.org/ten-tips-for-mentoring-a-student-teacher/ for more ideas.

Mentor Evaluation

During Fall 2023, mentors of student teachers will be assigned an account within *Taskstream*. This system will enable mentors to provide feedback to the candidates, as well as maintain contact with the TEDU program and university supervisors. Candidates will also upload lesson plans and artifacts within this system. Training for *Taskstream* will be provided by Stockton University. Our program will transition to *Exxat* in Spring 2024.
For additional questions concerning evaluation, please refer to the Student Teaching Resource Website https://stockton.edu/education/teacher-resources/index.html