

Guidelines and Expectations for Student Teaching

Teacher Candidate/Clinical Intern

The teacher candidate, referred to as a student teacher/clinical intern, is a college student who has met all the prerequisites and works under the guidance of a certified teacher in a Professional Development School (PDS) or an approved setting. It is important for her/him to understand and embrace the mission and conceptual framework of the College, as well as, understand the philosophy, culture, and programs of the school in which s/he is placed. The clinical intern has a responsibility to look upon the culminating clinical practice as fertile ground to observe, and learn the art and science of teaching from all members of the school's learning community.

The clinical intern is expected to:

1. be responsible for transportation to and from the culminating field placement. The College cannot arrange transportation for the student;
2. inform the school nurse of any physical health issues;
3. follow the school's calendar. The College assigns the first and last day of student teaching/internship;
4. attend school daily and report to school on time. If illness prevents the student teacher/clinical intern from being at school, s/he must notify the school, cooperating teacher and TCNJ supervisor as early as possible and provide lesson plans;
5. meet with the cooperating teacher in advance of the clinical field practice to discuss roles and responsibilities;
6. dress in accordance with the professional standards established by the school; (Business attire is always acceptable. No T-shirts, tank tops, flips flops, or baring midriff tops. Body art and tattoos should not be exposed);
7. demonstrate professionalism in all interactions with school staff and all matters of confidentiality;
8. familiarize herself/himself with school policies and regulations which might include sexual harassment, intimidation & bullying, substance abuse, discipline and fire drills;
9. attend faculty meetings, parent conferences, school board meetings, when appropriate;
10. attend the College's scheduled student teacher/intern workshops and familiarize herself/himself with the technological services and/or instructional materials available in the school. Any electronic communication, i.e., email and texting, to students and parents should be done only with the approval of the cooperating teacher and

using school district assigned email or TCNJ email; Personal internet and other technological applications should reflect ethical language;

11. observe many different teaching situations and note instructional strategies and classroom management techniques used by the teacher(s);

12. develop written lesson plans in advance of instruction and discuss with the cooperating teacher and/or supervisor;

13. discuss with the cooperating teacher a timetable to assume responsibility for the classroom, including planning and teaching lessons/unit, and evaluating students' work. The suggested timeline below should be used as a guide for the transition of lead instruction.

14. teach in all content areas (elementary education majors) and work with learners of all abilities;

15. be adventurous and practice new ideas and approaches within a supportive environment;

16. practice self-reflection and self-evaluation continually to refine and improve practice;

17. follow the exit procedures and capstone course requirements that synthesizes all course work and prepares her/him for induction into the profession, as well as, preparation of a comprehensive portfolio tied to the conceptual framework; and

18. follow the direction of the cooperating teacher and the school districts' policies and regulations.

*****SUGGESTED TIMELINE*****



School of Education
Week by Week Guide to Clinical Practice II

Week	TCNJ Clinical Intern (CI) Role (Student Teacher)	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
Prep	<ul style="list-style-type: none"> BOOT Camp/Orientation Communicate with Cooperating Teacher; arrange in-person meeting 	<ul style="list-style-type: none"> Communicate with Clinical Intern; arrange in-person meeting 	<ul style="list-style-type: none"> Supervisory Training (campus) [prior to semester start]
1	<ul style="list-style-type: none"> Begin work in class, learn routines and students, assist/co-teach as appropriate Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> Introduces student teacher to school classes (Day 1) Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation. 	<ul style="list-style-type: none"> Trio-meeting: introduction/reviews expectations/schedule first observation
2	<ul style="list-style-type: none"> Begin taking over at least one class/period 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach one class/period 	<ul style="list-style-type: none"> Conduct Observation - provide feedback/guide reflection
3	<ul style="list-style-type: none"> Continue to acquire more teaching load 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
4	<ul style="list-style-type: none"> Continue to acquire more teaching load 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> Conduct Observation - provide feedback/guide reflection
5	<ul style="list-style-type: none"> 100% lesson development & lead teaching 	<ul style="list-style-type: none"> Review CI lesson plans; provide informative feedback/guide reflection 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
6	<ul style="list-style-type: none"> 100% lesson development & lead teaching 	<ul style="list-style-type: none"> Review CI lesson plans; provide informative feedback/guide reflection 	<ul style="list-style-type: none"> Conduct Observation – provide feedback/guide reflection
7	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Mid-semester - Complete 2 assessments 	<ul style="list-style-type: none"> Mid-semester – Complete 2 assessments (Professional Dispositions & Performance)

NOTES: ¹ If co-teaching, intern should take the lead as early as possible (by week 3 or 4).

² For secondary, intern is to have no more than three preps.



School of Education
Week by Week Guide to Clinical Practice II

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MID-POINT 8	<ul style="list-style-type: none"> • Mid-semester trio meeting 	<ul style="list-style-type: none"> • Mid-semester trio meeting 	<ul style="list-style-type: none"> • Conduct Observation • Mid-semester trio meeting • Formal feedback to CI • Provide an agenda/template • Discuss feedback/guide reflection • Discuss acquisition of teaching load • Problems/concerns
9	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT. •
10	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> • Conduct observation – provide feedback/guide reflection
11	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT
12	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback/guide reflection
13	<ul style="list-style-type: none"> • Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> • Gradually assume lead teaching 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT.
14	<ul style="list-style-type: none"> • Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> • Gradually assume lead teaching 	<ul style="list-style-type: none"> • Conduct Observation - provide feedback/guide reflection
15	<ul style="list-style-type: none"> • Transition from teaching position 	<ul style="list-style-type: none"> • Complete 2 assessments (Professional Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> • Complete 2 assessments in Livetext - (Professional Dispositions & Teaching Performance) • Complete Summative Evaluation Form upon completion



**Week by Week Guide to Clinical Practice II – Half-Semester
(Global and Dual Placement Student Teaching)**

Week	TCNJ Clinical Intern (CI) Role (Student Teacher)	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
1	<ul style="list-style-type: none"> • Begin work in class, learn routines and students, assist/co-teach as appropriate • Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> • Introduces student teacher to school classes (Day 1) • Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> • Trio-meeting: introduction/reviews/expectations/schedules first observation
2	<ul style="list-style-type: none"> • Begin taking over at least one class/period 	<ul style="list-style-type: none"> • Review CI lesson plans, co-teach one class/period 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT
3	<ul style="list-style-type: none"> • Continue to acquire more teaching load 	<ul style="list-style-type: none"> • Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback to CI • Provide ongoing communication with CI and CT
4	<ul style="list-style-type: none"> • 100% lesson development & lead teaching 	<ul style="list-style-type: none"> • Review CI lesson plans; provide informative feedback 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback to CI
5	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback – formal/informal 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT
6	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback – formal/informal 	<ul style="list-style-type: none"> • Conduct Observation • Provide ongoing communication with CI and CT
7	<ul style="list-style-type: none"> • Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> • Gradually assume lead teaching 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback
8	<ul style="list-style-type: none"> • Transition from teaching position 	<ul style="list-style-type: none"> • Complete 2 assessments (Professional Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> • Complete 2 assessments in Livetext – (Professional Dispositions & Teaching Performance) • Complete Summative Evaluation Form upon completion