



THE COLLEGE OF NEW JERSEY
SCHOOL OF EDUCATION

Clinical Handbook



*TCNJ'S Programs of Professional Education are nationally accredited by
the Council for the Accreditation of Educator Preparation*

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INTRODUCTION

This handbook is designed for individuals who participate in clinical experiences: teacher candidates, cooperating teachers, supervisors, principals, superintendents, and The College of New Jersey (TCNJ) faculty.

The expectations, roles and responsibilities outlined in this handbook reflect the ideas embedded in the mission statement and The Conceptual Framework for Professional Education, written, and adopted by the faculty of TCNJ.

This framework guides the work of TCNJ faculty engaged in the preparation of education professionals. Clinical Practice II, the culminating experience for teacher candidates, connects theory, research, and practice as members of the professional community across the continuum of practice support the development of exemplary professionals.

THE MISSION OF THE COLLEGE OF NEW JERSEY

The College of New Jersey, a nationally recognized public institution founded in 1855 as the New Jersey State Normal School, is a primarily undergraduate and residential college, with targeted graduate programs. Grounded in the liberal arts, TCNJ's personalized, collaborative, and rigorous education engages students at the highest level within and beyond the classroom. TCNJ believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders. The College empowers its diverse students, staff, and faculty to sustain and enhance their communities both locally and globally.

THE MISSION OF THE SCHOOL OF EDUCATION

Consistent with The College of New Jersey's clear public service mandate, the School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow and deserve schools and teachers who respect their individual needs and circumstances, while striving to give them the knowledge and skills to be successful in the larger society. Furthermore, we accept as truth the ideal that education is key to addressing the inequalities that exist in society, and that teachers and other school professionals can and should be agents for positive social change.

Therefore, through on-going partnerships with our colleagues in PK-12 education and state government, the faculty of the School of Education remain dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their educational institutions. TCNJ School of Education programs are accredited by CAEP and approved by the New Jersey Department of Education.

OUR GUIDING PRINCIPLES

The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

Demonstrating Subject Matter Expertise: We believe that teachers must have a solid grounding in the subjects they teach. They must know the foundations of their subjects, the various interpretations of their field, and the models that guide the thinking in those areas. In addition, because knowledge is always evolving, they must be committed to continuing their education in those subjects through professional organizations, journal subscriptions, and higher education.

Demonstrating Excellence in Planning and Practice: We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, with a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

Demonstrating a Commitment to All Learners. We believe that our professional candidates should have the skill and the will to help all learners reach their full potential. Our candidates must believe in the ability of all students to learn and grow, be able to implement the principles of culturally responsive teaching and differentiated instruction, and understand the importance of partnerships with families, community members, and other professionals to address children's diverse needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and candidates should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

Demonstrating a Strong, Positive Effect on Student Growth. We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners' strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions.

Demonstrating Professionalism, Advocacy, and Leadership. We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen careers. As we strive to admit highly capable, high-achieving candidates into our program, we believe that they are in a unique position to become future leaders advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills, as well as, providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

AN OVERVIEW OF TEACHER PREPARATION AT TCNJ

Most undergraduate students follow a four- or five-year teacher preparation program that includes individual coursework in liberal learning, a content area major and a major in professional education. In Special Education, Urban Education, and Education of the Deaf and Hard of Hearing, students complete a bachelor's degree and a one-year graduate program that prepares them to work in urban contexts or with individuals with special needs.

Candidates will be acquainted with teaching, learning, and schooling early in their program by formally observing PK-12 learners at school-sites, watching recordings of children at work, participating in distance learning programs or other experiences that help to familiarize them with the teaching profession.

In all undergraduate teacher preparation programs at TCNJ, second year (sophomore) clinical field experiences are required. This practical experience takes place in either an elementary, middle or secondary school setting. The developing professional has opportunities both to observe and teach in a classroom. Although the requirements for this clinical field experience vary somewhat, all programs emphasize the developing professional as a decision-maker and a collaborative and reflective practitioner, as well as one who can make connections among theory, research, and practice.

The Clinical I experience follows the early field experience(s). At the graduate level, this experience is referred to as Internship I. For graduate candidates, the culminating field experience is referred to as Internship II. Eligibility requirements for both undergraduate and graduate candidates are listed in this handbook. Exit procedures and assessments are developed at each level.

TCNJ students will be required to meet the standards set at each level before moving on to their next field experience. When all clinical field experiences are completed, the teacher candidates will understand the value of inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation, and realize the importance of taking an active role to improve practice in their profession and promote social justice. Candidates will have worked in a variety of settings with diverse populations. The pre-professional will have participated in a culminating seminar that synthesized all course work, prepared the individual for induction into the profession, and developed a comprehensive portfolio tied to the conceptual framework.

The development of future practitioners is a shared role and responsibility between TCNJ and school districts. TCNJ values its partnerships with districts and works to establish opportunities for collaboration and mutually beneficial relationships. The College, working in partnership with school districts, provides teacher candidates with the content and pedagogical knowledge to attain a level of professional excellence as defined in the School of Education's Conceptual Framework for Professional Education. Many individuals work collaboratively to ensure that teacher candidates are fully prepared to become exemplary professionals.

TCNJ envisions the culminating clinical practice as a partnership among the teacher candidate, the cooperating teacher, the supervisor, and the principal of each placement school. This clinical practice is central to the development of exemplary teacher candidates. To ensure that the experience is meaningful and will provide the necessary support for developing well prepared professionals, all parties must create an atmosphere of trust, keep lines of communication open, and function as a team. Their combined efforts should be directed towards improving the TCNJ student's learning and development.

The Professional Development School Network (PDSN)

The Professional Development School Network is a partnership between TCNJ and school districts within 30 miles of the campus. The 25 member districts collaborate with the College to provide feedback on programs, support teacher candidates at all levels and develop mutually beneficial professional development opportunities. Each PDSN district appoints a liaison to work closely with the College in a variety of capacities. The liaisons represent their districts at quarterly network meetings, ensure that the College has a clear understanding of the requirements and expectations of district programs, and work collaboratively with the College to assure the quality and integrity of the pre-service and professional development programs.

Other Participants in Clinical Practice

The Superintendent

Superintendents work to set policy regarding field placements and gain board of education approval for all field experience placements. The superintendent, or a designee, helps the schools and community understand the important role teachers and supervisors play in preparing future educators.

The Principal

The College relies on school principals to identify exemplary cooperating teachers who will work with TCNJ's teacher candidates. They are active members of the team who work to ensure high-quality experiences for TCNJ students. Principals can support teacher candidates by welcoming them to the school, providing an orientation and offering their assistance as needed. In schools with a cohort of teacher candidates, the principal may meet regularly with the interns to discuss and reflect on teaching, learning, and schooling.

Standards for the Profession

The New Jersey Professional Standards for Teachers provide expectations for pre-service and in-service teachers. These standards, which are closely aligned with the InTASC Model Core Teaching Standards, identify the knowledge, skills, and dispositions that teachers need to practice responsibly and effectively. All TCNJ educator programs prepare teacher candidates to meet these standards. The standards can be found on the New Jersey Department of Education website: nj.gov/education

NJ Student Learning Standards

The New Jersey Student Learning Standards identify what students should know and be able to do at each grade level. These standards provide the foundation for local school district curricula used by teachers in their daily lesson plans. Revised every five years, the standards provide districts with clear and specific benchmarks for student achievement in various content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. They are designed to prepare students for college and careers by emphasizing high-level skills needed for tomorrow's world. Teacher candidates should continually consult the standards for the grade level or content area that they are teaching when preparing lessons. They are available on the [NJ Department of Education website](#).

Clinical Experiences and Clinical Practice

TCNJ students engage in a variety of clinical experiences which prepare them for two semesters of clinical practice. During the Clinical I/Internship I semester, students work in a placement setting part-time while also completing coursework. The Clinical II/Internship II semester provides a full-time experience in which teacher candidates spend the entire semester in a school setting and follow the school schedule.

Placement

All clinical placements are arranged by the STEP Office. For all placements prior to Clinical II, the STEP Office works with the course professor to arrange placements. Clinical II/Internship II placements require the student to work directly with the STEP Office placement coordinator. Teacher candidates apply for Clinical II/Internship II via online forms found on the STEP Office website. The clinical coordinator for each program reviews and approves the student teaching applications. The STEP Office will arrange placements for students after the necessary forms have been completed. **Students are not permitted to contact principals or teachers to arrange their own placements.** Each district has specific guidelines and procedures for placing student teachers. When students do not follow these procedures, it risks damaging TCNJ's relationships with partner districts.

Tuberculin Screening (Mantoux Test)

In accordance with New Jersey State Law, teacher candidates must have a negative Mantoux (TB) test within 6 months of their first field experience. This usually occurs during a student's sophomore year. The screening is typically good for two years. Districts have varied requirements and some district may require a TB test dated less than six months from the start of a placement in that district. The STEP Office will notify students if updated their TB test results are required.

Criminal Background Check Requirement

Students must be fingerprinted before they can participate in any field experience. Directions for fingerprinting can be found on the STEP Office website. It is important that students use "substitute teacher" as the job category, as that will allow them to transfer their prints to various districts throughout their time at TCNJ.

When a student's placement is accepted by a school district, the student may be required to transfer their fingerprints to the school district. Directions for transferring prints can be found on the STEP Office website.

The College will NOT receive the results of the background check or transfer request from the Department of Education. Students must download the approval certificate from the link provided in the directions.

Failure to secure and submit a Criminal History (fingerprint results) in a timely manner may result in the district rescinding its offer to place the student.

Criminal Offenses Preventing Teacher Certification

As required by New Jersey law, the Department of Education will not issue a teaching certificate, in most cases, to anyone with a criminal history of certain disqualifying offenses. Similarly, New Jersey facilities, centers, schools, and school systems under the supervision of the Department of Education are barred from employing such individuals in positions which involve regular contact with pupils under the age of 18. A conviction or pending charges for any of the following crimes or offenses may prevent a student from participation in clinical practice and placement in school districts/agencies. These disqualifying crimes/offenses include:

- Any crime of the first or second degree.
- Any crime involving sexual offense or child molestation.

- An offense involving the manufacture, transportation, sale, possession, distribution or habitual use of drugs or any violation involving drug paraphernalia.
- Any crime involving the use of force or the threat of force to or upon a person or property, including, but not limited to, robbery, aggravated assault, stalking, kidnapping, arson, manslaughter, and murder.
- Any crime of possessing a weapon.
- A third-degree crime of theft or a related offense.
- An offense of recklessly endangering another person, terroristic threats, criminal restraint, luring or enticing a child into a motor vehicle or isolated structure.
- offense of causing or risking widespread injury or damage.
- Any crime of criminal mischief, burglary, usury, threats or other improper influences, perjury and false swearing, resisting arrest, or escape.
- Any conspiracy to commit or attempt to commit any of the crime described above.

Educator Dispositions Policy

Students are expected to meet all expectations set forth in the Educator Disposition Assessment (EDA). This includes responding promptly and appropriately to communications and submitting all documents and assignments in a timely manner. Students are required to respond between semesters and when not enrolled in teacher education classes. Failure to meet the expectations identified in the EDA, including not responding to emails from the STEP Office or taking the necessary steps to secure and finalize a placement, will result in a mark of “Needs improvement” on the EDA. A copy of the EDA will be completed by a faculty or staff member through Qualtrics. The student, the student’s advisor, the program coordinator, and department chair will receive a copy of the assessment. If a student does not meet expectations more than once, or if the incident is particularly concerning, they may be required to meet with the Teacher Education Committee, consisting of the Dean, Assistant Dean, STEP Office Director and Accreditation and Assessment Manager. The Teacher Education Committee may decide that any of the following are necessary: a delay in field placement, removal from field placement, inability to continue in the program or lack of recommendation for certification.

Field Experiences in Diverse Contexts and Communities

Field experiences are essential components of all teacher preparation programs. The School of Education has made a commitment to provide students with multiple opportunities to learn in classrooms by observing teachers, planning, and implementing lessons, and assessing their professional practices with the guidance of college supervisors and cooperating teachers. Teacher candidates will be placed in multiple contexts and varying grade levels for field experiences. In preparing educators to meet the needs of all learners, students enrolled in teacher education programs will have at least one urban experience during their Clinical I or Clinical II experience. Clinical experiences in international settings are also encouraged. Through varied experiences in diverse contexts and community settings, students gain flexibility, creativity, a broad understanding of individual and social differences and commonalities and are prepared to succeed in all environments.

Problem-Solving Procedures/Intervention

During field experiences, there may be instances where problems or issues surface between and among the teacher candidate, cooperating teacher, and/or supervisor that need to be addressed. Some issues will

be resolved through daily communication and interactions of the parties involved or by using formal problem-solving strategies. Working as a team, those involved will work to identify, define and understand the problem, generate various solutions, decide on the best solution, practice and test that solution, and (after an agreed upon amount of time) evaluate and determine if the problem is resolved. The Clinical Advisory Form should be completed in accordance with the policy. (See Intervention Form in appendix.)

Field Experience Injury or Accident Policy

In the event of an injury or accident involving the teacher candidate/counselor intern while participating in field experience at school/community sites, the teacher candidate will receive the appropriate medical attention at the school. Afterwards, the teacher candidate/intern will comply with the school district/community agency's policy related to the accident/and or injury of staff members. Typical policies require the person involved in the accident to complete an accident report which is reviewed by the school/community site, medical personnel and the principal/administrator and then filed at the district office. **The teacher candidate/clinical intern should request a copy of the report.** Teacher candidate/clinical interns involved in an accident or suffering an injury in the field must inform their supervisor or department chair of the accident and/or injury as soon as possible. If they are unable to reach either the supervisor or department chair, the teacher candidate should call the STEP Office at 771-2408. If the STEP Office is notified initially, the staff will inform the department of the teacher candidate, Office of the Dean and TCNJ's Office of Risk Management. The student must complete the TCNJ Accident/Injury form, which can be found on the STEP Office website.

The College of New Jersey is not responsible for payment of the injured teacher candidate/clinical intern's medical bills.

Family Education Rights and Privacy Act (FERPA)

All supervisors and cooperating teachers are encouraged to confer often. All emails pertaining to the student's performance are subject to inclusion in the student's record and are irreversible under the Family Education Rights and Privacy Act (FERPA). Therefore, supervisors and cooperating teachers should consider comments thoughtfully. All email communication between the teacher candidate, the supervisor and the cooperating teacher should be exchanged via TCNJ email system.

CLINICAL PRACTICE POLICIES

PREREQUISITES: STUDENTS MUST MEET ALL PREREQUISITES TO BE ELIGIBLE FOR PARTICIPATION IN CLINICAL II/INTERNSHIP 

UNDERGRADUATE	GRADUATE
Approval of both education and content area (if applicable) departments.	Approval of department coordinator
Minimum GPA of 2.75	Minimum GPA of 3.00
Successful completion of sophomore level field experience courses	Successful completion of required field experience course(s)
Successful completion of all basic skills requirements Praxis II test taken prior to Clinical Practice II	Proficiency in the English language and mathematics as evidenced by a Bachelor's degree
Completion of a minimum of 24 course units, or "senior" status	Praxis II test taken prior to internship II
Successful completion of all departmental professional (education) requirements prior to Clinical II.	Completion of all required and appropriate methods courses prior to the Internship II experience
Ability to present a physician's certificate of health, if required by the school district	Ability to present a physician's certificate of health, if required by the school district
Record of a current negative Mantoux (TB) submitted to the STEP Office	Record of a current negative Mantoux (TB) submitted to the STEP Office
Submission of a copy of a NJ Substitute Certificate to the STEP Office if available, along with the field placement application Criminal history background certificate (fingerprint form) and all other required documents submitted by established deadlines	Submission of a copy of a NJ Substitute Certificate to the STEP Office if available, along with the field placement application Criminal history background certificate (fingerprint form) and all other required documents submitted by established deadlines

Grade Point Average Requirement

Admission to clinical practice requires a 2.75 GPA for undergraduates and 3.00 GPA for graduate students. Undergraduates with a GPA below 3.0 will be required to secure special permission to participate in Clinical II from their program coordinator and the STEP Office. There are no exceptions to this policy. ***While undergraduates may be permitted to student teach with a 2.75 GPA, students must have a 3.0 Cumulative GPA to be recommended by TCNJ for certification.***

Praxis Results

All students must take, but are not required to pass, the Praxis test in their major prior to participating in the Clinical II/Internship II experience.

Substitute Teacher Certification

The School of Education encourages teacher candidates to obtain their NJ Substitute Teacher Certification. While it is not required by TCNJ as a condition to be met to complete Clinical II/Internship II, many districts require student teachers to obtain their substitute certificates for placement acceptance.

Substitute Policy

Students who have a NJ Substitute Teacher Certification may be asked by their placement district to substitute during their Clinical II semester. Students may serve as substitute teachers in their assigned classroom school if they have the permission of their field supervisor and cooperating teacher. Students may only substitute in their assigned classroom and must notify their supervisor each day that they are serving as a substitute. They may not substitute more than eight school days during the semester. The student should be compensated by the district at the regular district pay rate for substitutes. Field supervisors and cooperating teachers may rescind their approval to substitute at any time if they feel it is interfering with the student's professional growth or negatively impact the overall experience.

Personal Hardship Placement Request Policy

The College does not guarantee Clinical II/Internship II placement in school districts outside of a 30-mile radius from campus. It may be possible to arrange a placement near a student's permanent residence, but it must be approved by the program coordinator. Should students experience personal hardships such as a medical condition, unexpected financial hardship, or family crisis that necessitates the need for a specific geographic location for the Clinical II experience, students may request a placement waiver by completing the Personal Hardship Placement Waiver Request Form. The form should be submitted to the department chair or program coordinator for review. The chair or program coordinator will evaluate the request and decide if it is feasible for the student to be placed more than 35 miles from the College. An important factor in the approval of such a request is the availability of a supervisor who is able to travel to the location. If the request is approved by the program coordinator, it is forwarded to the STEP Office for approval by the Director. The STEP Office will work collaboratively to locate an appropriate placement. The program coordinator will arrange for supervision of the student. In the case of personal hardship, students living a distance from campus should not expect to be placed in their home district. Clinical II/Internship II placement will be sought within thirty-five miles of the student's residence, but in the direction of the College. Students living out of the local area are still expected to attend their seminar class on campus.

Home District Placement

Students will not be placed in schools or districts they attended or with former teachers, except under special circumstances. Placement in one's home district requires approval by the Director.

Placement in Districts Where Family Members are Employed

Students should not be placed in school districts where family members are employed. In certain circumstances, the department/program coordinator may approve placement in a district where a student's family member is employed. However, some district policies may preclude the acceptance of clinical interns into the schools or school districts where their family members are working.

Calendar and Schedule

Clinical interns are required to follow the school district's academic calendar, not the College calendar. In the fall semester, the Clinical II/Internship II experience begins on the same day that district staff begin the school year. The teacher candidate should attend any professional development sessions and faculty meetings held prior to the return of students and throughout the semester. Some programs may hold on campus orientation sessions that conflict with district meetings. In these cases, the seminar classes take precedence over the field experience.

In the spring semester, the school district's spring break may not coincide with the College's spring break. It is the responsibility of students living on campus to locate their own housing during that period.

Attendance

Teacher candidates are expected to be at their school site daily. Absences due to illness or emergency situations should be reported to the cooperating teacher and college supervisor according to the agreed upon policy. **Student absences beyond two days will be made up on a day-for-day basis in consultation with the cooperating teacher, college supervisor and if necessary, the department's chair/program coordinator.** Whenever teacher candidates are absent from clinical practice, they must provide their cooperating teacher with an appropriate written lesson plan for the day on which they will be absent. Supervisors will inform the department coordinator if a clinical intern has been absent more than two days. Student teachers/clinical interns should work collaboratively with their cooperating teachers when arranging for job interviews. Often, job interviews will necessitate absence for the whole day. Those absences will not require that the student make up the missed time.

Withdrawal Procedure

If students wish to withdraw from clinical practice, they must notify the department chair, subject area coordinator, and the Director of the STEP Office. Students who plan to re-enroll in Clinical II/Internship II at a later must obtain approval of the program chair/subject area coordinator and re-apply by completing the placement application and submitting clearance materials.

Strike

When a strike is in effect in a public school district, students from The College of New Jersey who are participating in any clinical experience in the striking district are not permitted to be present at the school site. During a strike, teacher candidates are held responsible for the following procedures:

1. Inform the host teacher and principal that they are not permitted to be present while the strike is in effect.

2. Promptly inform the College supervisor and the STEP Office that a strike is in effect in the school district.
3. Request that the cooperating teacher inform the teacher candidate when the strike has officially ended.
4. Promptly inform the college supervisor and the STEP Office of the date student's return to the school site.

Liability

N.J.S.A. 18A:16-6 requires public boards of education in this state to defray all the costs of defending a student teacher/intern in an action brought against the student teacher/clinical intern arising out of their performance of the duties of the position. In addition, the board must hold harmless and protect such persons from any financial loss resulting from the action. The board is authorized by the same statute to arrange for and maintain appropriate insurance to cover all damages, losses and expenses.

Change of Field Placement Procedures

In rare instances during clinical practice it may become necessary for a teacher candidate to be transferred to another assignment or discontinue the candidate's clinical practice. The procedures for reassignment of a teacher candidate to another setting or discontinuing the intern from the placement are noted below. In both cases steps will be taken to resolve issues which are contributing to the need for change in assignment.

Change of Clinical Practice Placement and Intervention

If a principal, school district superintendent, cooperating teacher or clinical practice supervisor has serious concerns about a teacher candidate's ability to successfully complete clinical practice, the concerned party should immediately notify the chair or coordinator of the student's specific program. The coordinator or chair may request an additional observation of the teacher candidate by a tenured member of the appropriate department. All initial efforts shall be directed toward resolving the problem at the school. However, if the school district, supervisor, chair, or coordinator recommends a change in placement, a team conference will be scheduled with the teacher candidate. The team should include: the department chair or program coordinator, the clinical practice supervisor(s), the teacher candidate, and the Support for Teacher Education Programs (STEP) Office Director or designee.

The purpose of this meeting will be:

1. to identify the issues and areas of concern
2. to identify a plan to address those issues
3. to implement an action plan which may include
 - a. additional meetings with the cooperating teacher and/or teacher candidate
 - b. a modification of the clinical intern's schedule, including extending the placement additional supervision
 - c. a remediation plan to address the teacher candidate's performance
 - d. a change in placement or modification of the teacher candidate's length of clinical practice
 - e. other steps taken to address the issues
4. Minutes of the meeting will be taken and sent to the meeting's participants.

5. After reviewing all the supervisors' observations, evaluations and records; all cooperating teacher evaluations (teaching performance and dispositions assessment); and any other pertinent information, the team will either:
 - a. Allow the teacher candidate to remain in the current placement; however, if the teacher candidate receives less than a C+ in Clinical II (undergraduates) or a B- in Internship II (graduate students), they will not be recommended for certification. Individual programs may have additional standards, such as requiring a higher grade, which would apply and may impact retention or certification.
 - b. Remove the teacher candidate from the placement with recommendations, which may include:
 - i. reassignment to a new placement
 - ii. discontinuing the current placement for the balance of the semester. If this occurs, discontinuance may entail:
 1. withdrawing from clinical practice with a WD on the teacher candidate's transcript or a failing grade (F) assigned (For undergraduates)
 2. a recommendation that the education component of the teacher candidate's program be dropped.
 3. Or the team will identify a new plan:
 - a. It is important to note that candidates must receive program approval to participate in clinical practice. If a program recommends withdrawing from the education program and the student wishes to continue, the program may opt to withhold approval of participation in clinical practice.
 - b. The chair or program coordinator should complete the Clinical Placement Advisory Form and share copies with the supervisor, department chair or coordinator, and the STEP Office. The Clinical Placement Advisory Form should include the following information:
 - c. Any previous remediation plan with an explanation of why it was not successful.
 - d. All the supervisor's observations, evaluations, and records.
 - e. All cooperating teachers and district input.
 - f. Any other pertinent documentation.

Once the plan is identified, the department chair or coordinator will inform the teacher candidate in writing. The STEP Office will plan collaboratively with the department and the student to initiate a successful reassignment if necessary.

New Jersey Certification Process

The College of New Jersey Certification Office submits certification documents to the New Jersey Department of Education Office of Licensing and Credentials on behalf of students who have completed all requirements in a TCNJ state-approved program of teacher preparation. Recommendation for certification is made after students have submitted applications and supporting documentation to the TCNJ Certification Office and the degrees have been posted on the College record system. Once all criteria are identified and met, the State issues CEAS certificates to applicants in specific areas of teacher preparation.

Paper certificates are not issued.

All information about certificates is available online at www.state.nj.us/education, including certificate name, certificate ID#, date of issue, and expiration date if applicable.

New Jersey Administrative Code

New Jersey policies and regulations regarding teacher certification and licensure are legislated and are published as a part of the New Jersey Administrative Code, N.J.A.C. 6A: 9, 9A, 9B and 9C. The code is a document on public record and is available on the NJ Department of Education website.

CLINICAL PRACTICE II APPLICATION AND PLACEMENT PROCESS

The Clinical Practice II (CPII) application process begins in the academic year prior to the placement. The entire CPII process is electronic and does not require submission of paper copies of documents.

Students planning to participate in CPII must attend an orientation session held by their department. Students unable to attend the orientation sessions, or looking to refresh their memory on what was shared in the session should refer to the STEP Office website.

Students must complete an application in order for the STEP Office to secure a placement. **Failure to meet application deadlines may significantly delay this process. If application and clearance deadlines are not met, the STEP Office may not be able to secure a placement in time for the start of the semester or the student may need to delay their Clinical II experience until the next semester.**

Students needing to complete multiple full semester placements (in more than one area), must complete an application for each placement separately. For example, students in the ECE-SPED, ECE-DFHH, and DFHH programs will complete an application for each semester they will need a CPII placement. Typically, ECE-SPED/DFHH students will complete their ECE application for the spring semester, and their SPED/DFHH application for the fall. DFHH students will follow these same application procedures when applying for their ELEM and DFHH placements.

After receiving requests from the placement officer, some districts will require additional information or steps, such as an interview or completing a district application. In cases like this, the placement officer will communicate the district's requirements to the student. The student is responsible for providing the additional information to the district or setting up an interview, when requested. Failure to follow through on these requests will jeopardize the student's placement and may result in the district withdrawing their acceptance of the placement.

Once the placement officer receives notification from a district, students will be immediately notified of an approved placement, a request for more clearance documentation, and/or a placement pending a successful interview.

It is imperative that students:

1. Thoroughly read emails from the STEP Office. Students are responsible for providing missing or additional paperwork to the STEP Office in a timely manner.

2. Carefully review your voicemail greeting for appropriateness. Change any inappropriate or unprofessional voicemail messages on your phone. Students should also make room in their voicemail to receive messages and check their messages regularly.

Note: Most districts require students to wait for the official board of education approval before reaching out to their cooperating teacher.

Additional notes for fully approved teacher candidates:

Teachers may not answer emails on their breaks (i.e., summer vacation). If you introduce yourself to your principal and cooperating teacher and do not get a response in one week, follow up with a call and/or another email. Also check the email address for accuracy.

Contact information not provided by the STEP office can often be found online. You are strongly encouraged to review the district and school's website to learn about the school's curriculum and policies.

All teacher candidates are required to participate in any districtwide or schoolwide training once their Clinical II/Internship II semester begins.

The first day of school at TCNJ is not the same as any given district. You will start when the district's teachers report (for the fall semester) and follow their holiday and break schedule.

Direct any questions or concerns about the academic part of your placement to your field supervisor or program coordinator.

Any questions or concerns about logistics, i.e. email access, change of school or mentor teacher, extended leave for illness (student or teacher), or submitting mid-semester and final teaching assessments can be directed to the placement officer through step@tcnj.edu.

THE TEACHER CANDIDATE: GUIDELINES AND EXPECTATIONS

The teacher candidate is a college student who has met all the prerequisites and works under the guidance of a certified teacher. It is important for the teacher candidate 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 they are placed. The prospective educator has a responsibility to look upon the culminating clinical field experience as an opportunity to observe and learn the art and science of teaching from all members of the school's community.

The teacher candidate is expected to:

1. provide all necessary documents and information to the STEP Office in a timely manner and respond to all emails within 24 business hours.
2. meet with the cooperating teacher in advance of the Clinical II start date to begin to prepare for their time in the classroom
3. follow the school district's calendar. The College assigns the first and last day of the student's placement.
4. be responsible for transportation to and from the culminating clinical experience. The College cannot arrange transportation for the student.
5. inform the school nurse of any physical health issues.
6. attend school daily and report to school on time. If illness prevents the student from being at school, they must notify the school, cooperating teacher and supervisor as early as possible and provide lesson plans.
7. dress in accordance with the professional standards established by the school; (Business attire is always expected. No T-shirts, tank tops, flips flops, or baring midriff tops.)
8. demonstrate professionalism in all interactions with school staff and all matters of confidentiality.
9. read and follow district policies and regulations which might include sexual harassment, intimidation and bullying, substance abuse, discipline and fire drills.
10. send any electronic communication, i.e., email and texts, to students and parents through the cooperating teacher.
11. use professional language and standards in all communication, social media, and internet use.
12. attend faculty meetings, parent conferences, and other school functions
13. observe many different teaching situations and note instructional strategies and classroom management techniques used by the teacher(s).
14. accept constructive feedback and implement it into future practice.
15. develop written lesson plans in advance of instruction and discuss them with the cooperating teacher and/or supervisor.
16. assume responsibility for the classroom, including planning and teaching lessons/unit, and evaluating students' work according to the suggested timeline in the Clinical II handbook.
17. teach in all content areas (Elementary Education majors) and work to meet the needs of all learners.
18. be adventurous and practice new ideas and approaches within a supportive environment.
19. continually practice self-reflection and self-evaluation to refine and improve practice.
20. follow the exit procedures and capstone course requirements that synthesize all course work and prepare the teacher candidate for induction into the profession.
21. become familiar with the technological services and/or instructional materials available in the school.

THE FIELD SUPERVISOR

Supervision is an essential component of teacher preparation at TCNJ. The supervisor helps the teacher candidate hone their skills before induction into the profession. They are an important link between the College and the participating school districts. The supervisor must be an experienced teacher and/or school administrator who holds a master's degree or higher, is certified in a specific content area or educational field and is employed by the College.

In collaboration with our partner districts, TCNJ faculty create innovative models of supervision that actively involve various constituents. One of the primary purposes of supervision is to provide guidance to the teacher candidates that will enable them to work towards continuous personal and professional growth in teaching and learning. The supervisors must be able to recognize and articulate sound educational practice. They must be knowledgeable and skilled in applying the principles of planning, assessment, supervision, and curriculum development.

Teacher candidates, supervisors and cooperating teachers should work together to arrange observations once every two weeks, as required by the NJDOE. A teacher intern may not be observed formally twice in the same day.

The supervisor is expected to:

1. Be familiar with and embrace the mission and Conceptual Framework for Professional Education.
2. Be familiar with and embrace the expectations of TCNJ for its teacher candidates as outlined in the Educator Dispositions Rubric, Teaching Performance Assessment and Lesson Observation Rubric
3. Be knowledgeable and current in their practice.
4. Establish a positive working relationship with the teacher candidate and cooperating teacher.
5. Discuss with the teacher candidate and cooperating teacher a timetable for the intern to assume responsibilities in the classroom. The suggested timelines in the handbook should be used as a guide for the transition of lead instruction.
6. Notify the principal's office when they are in the school.
7. Become familiar with the educational programs and experiences of the professional educator.
8. Observe and confer with students and cooperative teachers at least once every two (2) weeks.
9. Exhibit the best practice and model ways for the teacher candidate to develop self-reliance and self-direction.
10. Serve as a resource person for both the cooperating teacher and the teacher candidate.
11. Meet with the cooperating teacher regularly.
12. Model professional ethics.
13. Visit the classroom to:
 - a. Conduct a preliminary conference with the teacher candidate to review the lesson plan and activities, discuss focal points, and ask clarifying questions. The purpose of this conference is for the supervisor to understand the objectives of the lesson, evaluate if the procedures support the objectives, and determine if the lesson plan includes the essential components of effective planning and teaching.
 - b. Observe instruction and make appropriate notes to provide feedback.

- c. Evaluate the teacher candidate/intern's lesson to provide a basis for professional recommendation. It is essential that the field supervisor(s) collaborate with the cooperating teacher. The cooperating teacher should receive a copy of the observation form
 - d. Complete two formal mid-term and final evaluations and review them with the teacher candidate.
14. Contact the Program Coordinator: If illness prevents the Teacher candidate from being at school more than three days, the supervisor must contact the Program Coordinator and the student may be required to make up the days on a day-for-day basis.
 15. Be aware of the electronic communication policy of the districts regarding students, parents and staff, and be sure the teacher candidate has been made aware of the policy;
 16. Submit any specific request concerning changes in dates of the culminating experience, to be approved by the program coordinator and the Director of the STEP Office.
 17. Meet with the cooperating teacher to discuss the candidate's progress
 18. Discuss with the cooperating teacher the teacher candidate's teaching load requirements.

The supervisor can model the expected professional behavior by:

1. Visiting regularly (informally and formally)
2. Keeping the channels of communication open
3. Modeling problem-solving strategies
4. Providing resources when appropriate
5. Encouraging the teacher candidate to take risks within a supportive environment.
6. Structuring conferences with clear goals and objectives
7. Communicating with the teacher candidate in a clear, direct, specific, and honest manner
8. Explaining the reasons behind decisions and suggestions given to the teacher candidate.

CHECKLIST FOR THE FIELD SUPERVISOR

The following checklist highlights some of the expectations, roles, and responsibilities of the supervisor. It is meant to be used as a guide as you work with your teacher candidate.

- Meet with the cooperating teacher and Teacher candidate to review routines and schedules.
- Notify the principal's office whenever you are in the building, as a courtesy.
- Establish expectations with the teacher candidate and cooperating teacher regarding lesson plans, observations, conferences, and matters related to supervision.
- Observe each teacher candidate once every two weeks.
- Review lesson plans during each supervisory visit and provide feedback as needed.
- Complete an evaluation (mid-term and final) after conferring with the cooperating teacher.
- Confer with the teacher candidate in the evaluation process and document the progress made.
- Keep the teacher candidate, cooperating teacher, and appropriate college faculty aware of any problems related to the success of the teacher candidate.
- Work towards helping the teacher candidate to be a reflective practitioner.
- Complete two formal mid-term and final evaluations (the Educator Dispositions Assessment and the Teaching Performance Assessment).
- Complete the written summative evaluation and submit it to the appropriate College department.
- Consult with the cooperating teacher and other supervisors before determining the candidate's final grade.

ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

The overarching goal of TCNJ School of Education is to create agents of change. Cooperating teachers play a vital role in this effort and in TCNJ's professional education programs. The cooperating teacher serves as a role model, facilitator, peer, counselor, evaluator, instructor, and learner. They should be experienced and certified in their fields of teaching, meet the standards set forth by TCNJ, and committed to the profession. The cooperating teachers must personally exhibit high quality teaching and commitment to ongoing professional growth, including participation in college sponsored orientation sessions or other pertinent and relevant professional development opportunities.

Through thoughtful guidance and diligent supervision, cooperating teachers will be able to model the tenets of the conceptual framework and provide invaluable direction to the methods and techniques developed and implemented by the teacher candidate.

The cooperating teacher is expected to:

1. be familiar with the mission and Conceptual Framework for Professional Education
2. become familiar with the expectations of TCNJ for its teacher candidates as outlined in the TCNJ Educator Disposition Assessment and Teaching Performance Assessment found on the STEP website (<http://step.tcnj.edu/forms/>)
3. accept and nurture the teacher candidate as a professional
4. orient the teacher candidate to the school building, personnel, policies, and support services
5. recognize that the professional and legal responsibility of the classroom remains in the hands of the cooperating teacher
6. demonstrate positive human relations and professionalism
7. familiarize the teacher candidate with communities, families and cultures represented within the classroom and the school
8. co-plan and co-teach with the teacher candidate
9. acquaint the teacher candidate with the yearly goals and work collaboratively to decide their responsibility regarding these goals
10. establish a policy, in collaboration with the supervisor, regarding when to submit lesson plans to be reviewed and discussed with the cooperating teacher
11. discuss with the teacher candidate and supervisor a timetable for assuming responsibilities in the classroom, using the suggested timeline in the Clinical II handbook as a guide
12. provide opportunities for the teacher candidate to gain experience in a variety of instructional contexts
13. provide the teacher candidate with opportunities for practicing a variety of functions, such as participation in team or department meetings, record keeping, using guidance services, one-to-one pupil conferences and parent conferences
14. encourage the teacher candidate to develop her/his own teaching style
15. encourage the teacher candidate to incorporate inquiry, critical thinking, creativity, independent thinking, and interdisciplinary approaches in planning for instruction
16. work in consultation and collaboration with the supervisor(s) about the teacher candidate's progress and alert the supervisor(s) when any problem emerges. If the teacher candidate is experiencing great difficulty, the cooperating teacher must inform the TCNJ supervisor and outline the specific issues of

concern. This should result in a conference with the supervisor. The issues should be addressed as early as possible in order for the appropriate intervention to be designed

17. contact the teacher candidate's department at the College if the supervisor does not observe the teacher candidate once every two weeks
18. guide the teacher candidate to analyze and interpret their experiences to understand relationships among theory, principles and practice, and to engage in reflection
19. provide regular conference time to discuss with and provide feedback to the teacher candidate on matters related to instructional strategies, classroom management, and lesson/unit planning
20. make any specific requests concerning changes in dates of the culminating experience to be approved by the department chair and coordinator. These requests cannot be approved by the supervisor(s)
21. complete formal mid-term and final evaluations of the teacher candidate. These forms may be viewed at: <http://step.tcnj.edu/forms>
22. complete the necessary online forms for stipend payment in a timely manner.

How to Begin the First Day...

An introductory conference should be planned between the cooperating teacher and the teacher candidate at a time that is mutually convenient. During this meeting, both parties should discuss how they will work together as a team. The teacher candidate should also inquire about how to best prepare for their time in the classroom. This may include identifying content to improve background knowledge, specific curricula, and any other approaches or strategies utilized in the classroom or school.

Suggestions for the first day:

1. Acquaint the teacher candidate with the classroom and other school facilities such as the media center, cafeteria, offices, restrooms, and parking;
2. Introduce the teacher candidate to the staff, including teachers, media specialists, custodians and administrative assistants.
3. Provide the teacher candidate with the school's policy manual or faculty handbook.
4. Review emergency procedures.
5. Prepare a desk or workstation for the teacher candidate. It is important that they have a place to put professional and personal belongings.
6. Supply the intern with texts and other materials and information they will be using.
7. Have the teacher candidate observe you at work and take note of the general classroom routines.
8. Have the teacher candidate begin to learn students' names.
9. Discuss a plan for gradual assumption of responsibilities and co-teaching responsibilities.

IN THE WEEKS THAT FOLLOW...

The beginning days should serve as an orientation for the teacher candidate. This is a crucial time, for these weeks set the stage for the remainder of clinical practice.

Have the teacher candidate:

1. acquire background information on students with whom they will be working and review cumulative records, if school policy permits
2. gain a general understanding of the various techniques associated with classroom management and those that foster self-discipline

3. gain an understanding of the school environment and the responsibility of the teachers to the school, community, and profession
4. observe instruction to see how students react and respond.
5. observe other classrooms in the school or district
6. become acquainted with available technologies and other resources that will enhance instruction
7. perform routine classroom procedures and assume instructional and managerial responsibilities for the classroom when appropriate
8. develop daily lesson plans for short instructional periods.
9. The cooperating teacher's leadership and guidance will enable the teacher candidate to construct and implement effective and appropriate instruction. One of the goals of TCNJ's program is for students to demonstrate excellence in practice. The cooperating teacher can assist the intern to realize this goal by:
10. providing frequent feedback and encouragement
11. being flexible in responding to changing needs and concerns of the clinical intern
12. being a reflective listener
13. modeling reflective practice that revolves around skills of instruction and knowledge of subject matter
14. guiding the teacher candidate toward using a problem-solving approach
15. structuring conferences with clear goals and objectives
16. being clear, direct, specific and honest when communicating with the teacher candidate
17. explaining the reasons behind decisions and suggestions given to the teacher candidate
18. encouraging self-confidence and self-reliance
19. modeling collegiality and professional ethics
20. being an active learner
21. meeting and communicating with the College supervisor to discuss the candidate's progress.

Assessment

Assessments of student performance and professional dispositions can be found on the STEP Office website: [HTTP://STEP.TCNJ.EDU](http://STEP.TCNJ.EDU). Click on Forms/Assessment Forms.

The assessments vary by program. The appropriate assessment must be used in evaluating the teacher candidate's performance. The assessments will be completed through an online system. Login information will be provided via email approximately five weeks after the start of the semester.

Stipend payments

TCNJ offers an honorarium to cooperating teachers who support our teacher candidates. The College must gather some specific information to process the payments. All information is submitted via electronic forms. The links for the forms will be emailed in the fourth week of the semester. Stipend forms must be completed in the semester in which a teacher hosted a teacher candidate, as stipends must be paid in the fiscal year in which the work was conducted. For questions regarding stipends, please contact: step@tcnj.edu

Checklist for Cooperating Teachers

The following checklist highlights some of the expectations, roles, and responsibilities of the cooperating teacher. It is meant to be used as a guide as you work with your teacher candidate.

- Have an initial conference with the teacher candidate before the start of their clinical practice.
- Share classroom routines, procedures, policies (including electronic communications with students, parents, and staff) and faculty handbook.
- Clearly communicate expectations to the teacher candidate.
- Orient the teacher candidate to the building, community, and resources within the building and community.
- Introduce the teacher candidate to the school staff and the class.
- Review the grade level curriculum guides and overall plans for the semester.
- Plan teaching responsibilities so that the intern becomes involved gradually in the operations of the classroom.
- Model effective teaching.
- Review lesson/unit plans and provide feedback before the intern teaches the lesson.
- Set aside regular conference time to discuss feedback, theory and practice.
- Encourage the teacher candidate to become a reflective practitioner.
- Complete necessary assessments and evaluations of the student intern.
- Alert the College supervisor if any problems were evidenced and inform the intern of same.

Week	TCNJ Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
Prep	<ul style="list-style-type: none"> Orientation (varies by program) Communicate with Cooperating Teacher; arrange in-person meeting 	<ul style="list-style-type: none"> Communicate with Teacher candidate; 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' names, assist/co-teach as appropriate. Trio-meeting with CT and supervisor: review expectations, plan for co-teaching and lesson preparation 	<ul style="list-style-type: none"> Introduces Teacher candidate to school classes (Day 1) Trio-meeting: review expectations, plan for co-teaching and lesson preparation 	<ul style="list-style-type: none"> Trio-meeting: review expectations, plan for co-teaching and lesson preparation
2	<ul style="list-style-type: none"> Begin taking over at least one class/period 	<ul style="list-style-type: none"> Review 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 lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> Provide ongoing communication with TC and CT.
4	<ul style="list-style-type: none"> Continue to acquire more teaching load 	<ul style="list-style-type: none"> Review 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 lesson plans; provide informative feedback/guide reflection 	<ul style="list-style-type: none"> Provide ongoing communication with TC and CT
6	<ul style="list-style-type: none"> 100% lesson development & lead teaching 	<ul style="list-style-type: none"> Review 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 (Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> Mid-semester – Complete 2 assessments (Dispositions & Teaching Performance)

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

² Secondary education interns are not to have no more than three preps.

Week	TCNJ Teacher Candidate (TC) Role	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
MIDPOINT 8	<ul style="list-style-type: none"> • Mid-semester trio meeting 	Mid-semester trio meeting	<ul style="list-style-type: none"> • Conduct Observation • Mid-semester trio meeting Formal feedback to TC Provide an agenda/template Discuss feedback/guide reflection Discuss acquisition of teaching load Address 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 TC 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 TC 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 TC 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"> • Provide ongoing communication with TC and CT.

Global and Dual Placement Student Teaching (Note: adjustments to this schedule are based on the needs of the teacher candidate and the cooperating teacher)

Week	TCNJ Teacher candidate Role	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: review expectations, plan for co-teaching and lesson preparation 	<ul style="list-style-type: none"> ● Introduces teacher candidate to school classes (Day 1) ● Trio-meeting: review expectations, plan for co-teaching and lesson preparation 	<ul style="list-style-type: none"> ● Trio-meeting: review expectations, plan for co-teaching and lesson preparation
2	<ul style="list-style-type: none"> ● Begin taking over at least one class/period 	<ul style="list-style-type: none"> ● Review lesson plans, co-teach one class/period 	<ul style="list-style-type: none"> ● Provide ongoing communication with TC and CT
3	<ul style="list-style-type: none"> ● Continue to acquire more teaching load 	<ul style="list-style-type: none"> ● Review lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> ● Conduct Observation – provide feedback to TC. ● Provide ongoing communication with TC and CT
4	<ul style="list-style-type: none"> ● 100% lesson development & lead teaching 	<ul style="list-style-type: none"> ● Review lesson plans; provide informative feedback 	<ul style="list-style-type: none"> ● Conduct Observation – provide feedback to TC
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 TC 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 TC 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 ● Complete 2 assessments (Educator Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> ● Conduct Observation – provide feedback ● Complete 2 assessments in (Educator Dispositions & Teaching Performance) ● Complete Summative Evaluation Form upon completion

TEACHER CANDIDATE/COOPERATING TEACHER AGREEMENT



Office of Support for Teacher Education Programs and Global Student Teaching

Cooperating Teacher and Student Teacher/Intern Guidelines Agreement Form

Today's Date _____ Semester and Year _____

Use this form to discuss classroom and teaching expectations for the semester. Please review, complete and return this form to the STEP Office via email at STEP@tcnj.edu. One form should be turned in for each cooperating teacher working with the student. We encourage you to keep a copy for your records and use the information to complete your stipend application.

To be completed by the Cooperating Teacher Responsible for Evaluating the Student's Performance

Full Name: _____

Email: _____

District: _____

School(s): _____

Grade Level(s) and Content Area: _____

I have met with my Student Teacher/Clinical Intern and discussed my expectations.

Cooperating Teacher Signature: _____

To be completed by the Student Teacher/Clinical Intern

Full Name: _____

Major/Course Number and Title: _____

Name of Student's TCNJ Supervisor: _____

Check all that apply: Is this placement: HPE Art Music

GST

General Education Only Special Education Only Special Education Inclusion Class

Full semester

Half semester placement:

First placement

Second placement

I have met with my Cooperating Teacher and discussed my program requirements and expectations.

Student Teacher/Intern Signature: _____



Teacher Preparation Remediation Plan

Student Full Name:

Faculty Full Name:

Academic Action Plan for: Semester:

Academic Year:

Student/Faculty Meeting Date:

Reason for Meeting

- | | |
|---|---|
| <input type="checkbox"/> Low GPA _____ | <input type="checkbox"/> Rating of "Needs Improvement" on Teaching Dispositions Assessment or EDA |
| <input type="checkbox"/> Poor grade in a core course | <input type="checkbox"/> Concerns arising in clinical experience or clinical practice |
| <input type="checkbox"/> Rating of "Serious Concern" on Teaching Performance Assessment | <input type="checkbox"/> Other |

Additional Information As Needed

Circumstances Addressed

- Work/study habits
- Outside employment
- Extracurricular activities
- Personal problems
- Academic difficulties
- Lack of preparation
- Meeting professional responsibilities
- Other

Teacher Preparation Remediation Plan

The result of meeting is :

- Student awareness of the instructor(s) concerns regarding their academic or instructional performance and the potential difficulty they might face in future clinicals.
- Instructor recommendation for the student not to pursue teacher certification.
- Agreement that the student **must** meet the following conditions to fulfill the requirements of the major:
 - The following courses must be re/taken:

 - The student will seek tutoring at the Tutoring Center for:

 - Earn a grade of _____ or better in:
 - Earn a semester GPA of _____ or better.
 - Modify their non-academic activities as follows:

 - Participate in an academic support group as follows:

 - The student will seek the services of the Counseling Center
 - Other/Additional Information As Needed

Faculty Signature: _____ Date _____

Student's Signature: _____ Date _____

Department Chairperson Signature _____

CC:
2nd Major Department Advisor: _____ EOF/Other: _____

Injury or Accident at Field Experience School/Community Site Policy

In the event of an injury or accident involving a student while participating in field experience at school/community sites, the student will receive the appropriate medical attention at the school. Afterwards, the student will comply with the school district/community policy related to the accident and/or injury of school staff members. Typical school district/community policies require the person involved in the accident to complete an accident report which is reviewed by school/community site medical personnel and the principal/administrator and then filed at the school site. The student should request a copy of the report.

A student involved in an accident or suffering an injury at the field site must inform their supervisor and/or department chair of the accident and/or injury as soon as possible. If they are unable to reach either the supervisor or department chair, the student should call the STEP Office at 609.771.2408 or 609.771.2261. If the STEP Office is notified initially, the staff will inform the student's department, Office of the Dean and Office of TCNJ Risk Management.

The College of New Jersey is not responsible for payment of the injured clinical intern medical bills. All students are encouraged to always maintain appropriate health insurance coverage.

STEP Office Procedures

The following procedures will be followed by the STEP Office when informed of an accident or injury:

1. Record the name of the teacher candidate/counselor intern, date, and location of the school/community and the nature of the injury or accident.
2. The director or assistant director will speak to the student or person making the call.
3. The director or assistant director will inform the academic department, Office of the Dean and Office of TCNJ Risk Management.
4. The director or assistant director will contact the school/community site for follow up and, if necessary, the family of the injured student as directed by the student, if appropriate.
5. An incident report will be completed and filed in the student's file along with a copy of the school district/site accident report.

CLINICAL INTERN FIELD EXPERIENCE ACCIDENT/INJURY REPORT



Office of Support for Teacher Education Programs and
Global Student Teaching

Field Experience Accident/Injury Report

Today's Date:

Student Information

Full Name:

Telephone#:

TCNJ Email:

Academic Department/Major:

Supervisor/Cooperating Teacher Information

Field Supervisor(s) Full Name and Email Addresses:

School/District:

Cooperating Teacher Full Name and Email Addresses:

Injury Information

Date of Injury:

Description of Accident or Injury (use additional sheets if necessary):

School District Accident Report on file? Yes No

Cc:

STEP Office Director
Department Coordinator
School of Education Dean's Office
TCNJ Risk Management



Office of Support for Teacher Education Programs and Global Student Teaching

Dear Parents/Guardians,

Video Release Form

I am a student teacher in your child’s classroom. To assist in my development, my professors have asked me to record myself teaching. The focus of the recording is on me, as the teacher, so that my professor can provide feedback. However, during the course of the instruction your child may appear on the recording as well. The only people who will view the recordings are college personnel. The recordings will not appear on a website or any other public setting and will be deleted upon completion of the semester.

Would you please complete the form below giving permission for me to film in your child’s classroom? Thank you in advance for your consideration in assisting me in this very important step in my career and professional development.

If you have any questions about the recording, student work and how it will be used, please contact the Certification Office at (609) 771-2396 or CERTIFICATION@TCNJ.EDU.

TCNJ Student Teacher Full Name:

Date:

Student Full Name:

Grade:

Supervising Teacher Full Name:

Parent/Guardian of student Full Name:

I am the parent/guardian of the child/student named above. I have received and read the above letter regarding the student teacher.

Please check one:

- I **DO** give permission to include my child’s image in audio-video recordings of classroom instruction.
- I **DO NOT** give permission to record my child.

Parent/Guardian Signature:

Date:

CONTACT US

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