

CENTER OF PEDAGOGY

**TEACHER EDUCATION PROGRAM HANDBOOK:
POLICIES, PROCEDURES & RESOURCES
2017-2018**



MONTCLAIR STATE
UNIVERSITY

CENTER OF PEDAGOGY 2017-2018 TEACHER EDUCATION PROGRAM HANDBOOK: POLICIES, PROCEDURES & RESOURCES

Montclair State University

Susan Cole, *President*
Willard Gingerich, *Provost*

College of Education and Human Services

Tamara Lucas, *Dean*

College of Humanities and Social Sciences

Robert Friedman, *Dean*

College of Science and Mathematics

Lora Billings, *Acting Dean*

College of the Arts

Daniel Gurskis, *Dean*

The Graduate School

Joan Ficke, *Dean*

Center of Pedagogy

Jennifer Robinson
Executive Director

Geraldine Koch
Deputy Executive Director

Caroline Murray
Assistant Director & Director of Clinical Internships

Joanne Matkowski
Assistant Director, Grants and Special Projects

Charity Dacey
Director, Teacher Education Admissions & Retention

Fernando Naiditch
Coordinator, Agenda for Education in a Democracy

Carolina Gonzalez
Director, Teacher Education Advocacy Center

TBD
Director, Newark-Montclair Urban Teacher Residency

TBD

Director, Montclair State University Network for Educational Renewal

Montclair State University Network for Educational Renewal (MSUNER) Partner Districts

Belleville	Elizabeth	Maywood	Paterson
Bergen Co. Technical HS	Englewood	Montclair	Randolph
Bloomfield	Fair Lawn	Newark	Rockaway Township
Caldwell-West Caldwell	Glen Ridge	Nutley	Roselle
Cedar Grove	Hillside	Orange	South Orange - Maplewood
Clifton	Kearny	Parsippany - Troy Hills	Teaneck
East Orange	Little Falls	Pascack Valley Regional	Tenafly
	Livingston	Passaic Valley Regional	West Orange

An Equal Opportunity / Affirmative Action Institution

AFFIRMATIVE ACTION STATEMENT

In support of the Center of Pedagogy mission and the tenets illustrated by *The Portrait of a Teacher*, the following statement affirms the Center's commitment to Equal Education Opportunity as well as civil rights compliance:

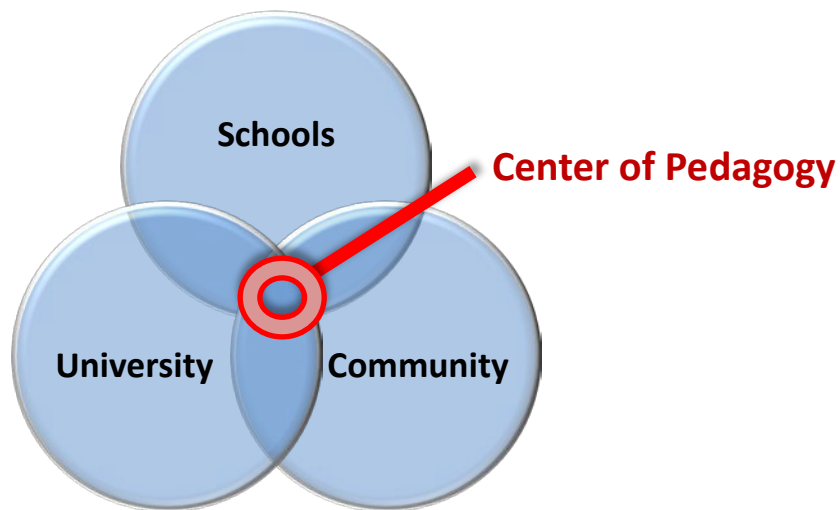
Recognizing the rich diversity of people living in Northern New Jersey, the Center of Pedagogy is proud to be a program in teacher education that provides equal opportunities for all students regardless of race, color, creed, religion, gender, national origin, sexual orientation, (dis)ability, social or economic background.

First edition, September 2017

Pe• da •go• gy: (p_əd_ə-g_əj_ə, -g_əj_ə)

The art or profession of teaching.

Over twenty years ago the Center of Pedagogy, which is responsible for overseeing teacher education at MSU, became the first agency in the country to focus its resources on the direction and coordination of the renewal of teacher education both in the University and in the public schools. More than simply an office located on campus run by University faculty and staff, it is in fact comprised of the three groups that have the most critical impact on teacher education and the continuum of teacher development: the University, its partner school districts and the community.



About This Handbook

The goal of the Teacher Education Program at Montclair State University and thereby the Center of Pedagogy is to support the development of teachers across the entire teaching “life cycle” by helping students develop into outstanding future educators and providing growth and renewal opportunities for current educators.

Achieving this goal requires having clear and detailed structures, policies and procedures – and ensuring that everyone who plays a role in teacher education at Montclair State University is familiar with them. The pages that follow will provide you with an introduction and overview to the Teacher Education Program as well as more detailed information to refer to throughout your experience as a student or teacher educator at Montclair State University. All stakeholders are expected to read this *Handbook* and are responsible for following the policies stated herein.

The Center of Pedagogy Mission Statement

The mission of the Center of Pedagogy is the continuing development of educators who promote students’ critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center’s members recognize their roles and moral responsibilities in the enculturation of students into our emerging political and social democracy.

The Center provides a vehicle for collaboration in an environment where all members can participate as equals. The Center facilitates the ongoing simultaneous renewal of the education of educators and the educational programs of the University and the public schools. The Center encourages a wide range of scholarship, especially the scholarship of pedagogy and its application. The Center is characterized by shared governance and open communication involving all interested parties.

TABLE OF CONTENTS

INTRODUCTION TO THE TEACHER EDUCATION PROGRAM	6
IMPORTANT CHANGES IN POLICIES AND PROCEDURES	7
THE PORTRAIT OF A TEACHER	8
THE CENTER OF PEDAGOGY	10
<ul style="list-style-type: none"> ○ Offices/Organizations (10-11) Teacher Education Admissions & Retention ♦ Office of Clinical Internships ♦ Montclair State University Network for Educational Renewal (MSUNER) ♦ The Agenda for Education in a Democracy ♦ Teacher Education Advocacy Center (TEAC) ♦ Newark-Montclair Urban Teacher Residency (NMUTR) ♦ Kappa Delta Pi Honor Society in Education ○ Services (11-12) Program Advisement ♦ Testing Support ♦ Orientations ♦ Career Advisement ♦ Scholarships 	
THE TEACHER EDUCATION PROGRAM	13
<ul style="list-style-type: none"> ○ Undergraduate Roadmap (13-19) Freshman and Sophomore Years ♦ Choosing a Major & Planning Your Course of Study ♦ The Dual Degree Dual Certification Program ♦ Completing Prerequisite Courses ♦ Transfer Students ♦ Application for Admission, Admissions Outcomes, and Orientation Events ♦ Sophomore and Junior Years ♦ Physiology/Hygiene Requirement ♦ Application and Requirements for Clinical Internships ♦ In-Service Program Eligibility ♦ Senior Year ○ Graduate Student Roadmap (20-21) Overview of graduate-level options at MSU ♦ Applying to the Teacher Education Program ♦ Planning Your Program of Study ♦ Preparing for Clinical internships ♦ Eligibility Requirements for Clinical internships ♦ Physiology and Hygiene Requirement ♦ In-Service Program Eligibility ○ Successfully Completing Your Program (22-25) Periodic Review of Performance ♦ Grade and GPA Requirements ♦ Academic Integrity & Adherence to the Student Code of Conduct ♦ Teacher Education Program Dismissal Policy ♦ Student Concerns and Appeals Process ♦ Readmission to Teacher Education ♦ Postponing Clinical I or II ♦ Taking a Leave of Absence from the University ♦ Returning to MSU as a Graduate Student ♦ Clinical Internship Audits ○ Certification Information (26-29) 	
CLINICAL PRACTICE SEMESTERS: A CLOSER LOOK	30
<ul style="list-style-type: none"> ○ Important Deadlines & Frequently Asked Questions (30-31) ○ Subject Area Clinical Practice I (32-36) and P-3/K-6 Clinical Practice I (37-41) ○ Clinical Practice II (42-47) The Roles, Responsibilities and Professional Activities of the Teacher Intern ♦ Cooperating Teacher Roles and Responsibilities ♦ Mentor Roles and Responsibilities ♦ ♦ Legal Issues and Professional Ethics ○ Clinical Practice II Assessment (48-59) Overview ♦ FAQs ♦ Progress Report & Summarized Record of Clinical II for Subject Area and Early Childhood/Elementary Candidates 	

TABLE OF CONTENTS, CONTINUED

RESOURCES	60
A The Montclair State University Network for Educational Renewal.....		61
B Scholarships and Awards.....		62
C MSU Standards (for Initial Certification Programs).....		63-64
D Admissions Evaluation Scale and Rubric		65-67
E Standardized Test Requirement for Admissions.....		68
F Praxis Subject Assessment, WPT & OPI Requirements.....		69
G Grade and GPA Requirements for Admissions & Retention.....		70-71
H State Physiology and Hygiene Requirement.....		72
I Substitute License Policy.....		73
J Certification in Special Education.....		74
K In-Service Clinical Internship Status for Full-time Teachers.....		75
L Information for Students Who Are Citizens of Other Countries.....		76
M Teacher Certification Reciprocity with Other States.....		77
GLOSSARY	78-79
CONTACT INFORMATION	80
STUDENT CHECKLIST	81

The “Online” Handbook: Our Center of Pedagogy Canvas Community

The Center of Pedagogy’s Canvas site is designed to support Teacher Education Program students throughout all phases of their development as teachers. It features information, forms, links, announcements, calendar items, and more. Students in or planning to apply to the Teacher Education Program as well as all interested University and school district faculty/staff may enroll. Most participants with NetIDs are automatically enrolled. To enroll, contact Pat Gagnon at gagnonp@mail.montclair.edu.

INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Program at Montclair State University...

- Provides a sequence of professional courses and clinical internships leading to teacher certification. Students engage in these experiences while/after majoring in a particular field or discipline. When all requirements have been met, the graduate is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource M, p. 78).
- Reflects a balance of a liberal education and professional preparation that synthesizes general education, subject matter specialization, and professional teaching. The professional component addresses four broad areas: 1) student development and learning, 2) the classroom and the school, 3) the curriculum, and 4) effective teaching skills.
- Has a spirit and intent that is best embodied in *The Portrait of a Teacher*, which appears on pages 8-9.
- Is unique and dynamic. Our sequence of professional courses, clinical experiences and clinical practice emphasizes teaching for critical thinking and culturally responsive teaching. The clinical experiences and practice emphasize the simultaneous renewal of teacher education and the schools through collaboration between the university and a network of partner school districts. These select districts are active participants in the Montclair State University Network for Educational Renewal (MSUNER) and they represent communities near Montclair State that share our vision and mission. Montclair State University and the MSUNER, in turn, represent one of twelve original settings selected from across the nation to be a member of the National Network for Educational Renewal (NNER), based at the University of Washington.
- Is coordinated by the Center of Pedagogy. Dedicated to the art and science of teaching and learning, the Center of Pedagogy enjoys the distinction of being the first formal structure in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. Although the Center includes a staff and units on campus, the Center is actually comprised of three groups, known as the Tripartite: the University, our partner school districts, and the community.
- Is considered a national model for other colleges and universities and has continuously been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954. In 2008, the George Lucas Educational Foundation named Montclair State as one of the ten leading teacher education programs in the nation. In 2005 and again in 2009, the Program was named the recipient of the Richard W. Clark Award for Exemplary Partner School Work. In 2009, the College was awarded a \$6.3 million five-year grant, the largest in University history, from the U.S. Department of Education to establish the Newark-Montclair Urban Teacher Residency to prepare teachers in mathematics, science, or early childhood/elementary/special education. A second grant of \$6.1 million was awarded to the Residency in 2014. In 2010, the Teacher Education Program received the Wisniewski Award for Teacher Education from the Society for Professors of Education for making "singularly significant contributions to the theory and practice of teacher education." In fall 2012, Montclair State University was selected as a site for the prestigious Woodrow Wilson Teaching New Jersey Fellowship to attract and prepare strong candidates for careers in teaching in math and science for New Jersey public schools. In spring 2016, Montclair State University's graduate programs in secondary teacher education and elementary teacher education were ranked in the top 20 in the U.S. News and World Report rankings of America's Best Graduate Schools. In fall 2016, the College of Education and Human Services and the Center of Pedagogy received the Michelli Award for Promoting Social Justice in Teacher Preparation.

The Teacher Education Program Mission

The mission of teacher education at Montclair State University, derived from the moral imperatives of education, is to prepare teachers who:

- ♦ Provide access to knowledge for all children and youth.
- ♦ Forge a caring and effective connection between themselves and their students.
- ♦ Foster in the young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy.
- ♦ Exercise responsible stewardship of our schools.

IMPORTANT CHANGES IN POLICIES AND PROCEDURES

Below is a list of recent and upcoming changes that are described in greater detail in later pages. The breadth and scope of changes and the complexity of some of the policies/procedures are one of many reasons why students in the Program or planning to apply to the Program are required to meet with at least one academic advisor each semester.

DID YOU KNOW?

Insufficient grades and/or GPAs are the #1 cause of students being unable to progress as planned in the Teacher Education Program. See pages 70-72 for the exact grade and GPA requirements that apply to you based on your program of study and start date in the Teacher Education Program.

- ➔ Name change reminder: *Praxis II* has been renamed the *Praxis Subject Assessment* by ETS.
- ➔ Name change reminder: *Praxis I* has been renamed *Praxis Core* by ETS.
- ➔ Name change reminder: ECELE courses *Clinical Experience I* and *Clinical Experience II* are now *Clinical Practice I* and *Clinical Practice II*.
- ➔ Name change reminder: SASE courses *Fieldwork* and *Clinical II* are now *Clinical Practice I* and *Clinical Practice II*.
- ➔ Name change reminder: *Clinical I* and *Clinical II* are each referred to as a *clinical internship* instead of as a *field experience*. Collectively, these courses form the *Clinical Practice* year.
- ➔ Name change: Students in Clinical I and Clinical II are now referred to as *teacher interns*.
- ➔ Name change: The Dual Degree/Dual Certification (DDDC) Program is now the **Combined Bachelor's/Master's Degree with Dual Certification Program**.
- ➔ Effective spring 2017, the **clinical internship audit deadlines** are now December 15th and July 15th for all requirements. Undergraduates and MAT P-3/K-6 candidates must submit **official** test scores for the Praxis Subject Assessment, OPI, and WPT by these dates to the Center of Pedagogy. All other candidates should consult with their program advisors. See page 69 for details.
- ➔ Effective fall 2017, the **undergraduate Teacher Education Program admission deadline** is September 15th for fall semester applicants and February 1st for spring semester applicants (Combined Bachelor's/Master's Program candidates continue to apply in the spring semester only).
- ➔ Effective fall 2017, all Clinical II teacher interns will be required to complete the **edTPA**. See page 28 for details.
- ➔ Effective fall 2017, the clinical hours for **undergraduate subject area Clinical Practice I** are increasing to 120 hours. These hours will likely increase to 175 hours in fall 2018.
- ➔ Effective fall 2017, the **clinical hours for P-3 and K-6 Clinical Practice I** are increasing to 175 hours. See pages 32 and 37 for details.
- ➔ Effective fall 2017, **all students** must provide passing **standardized test scores** prior to admission – see p. 68 for details
- ➔ Effective fall 2017, all fall **Clinical I and II teacher interns** begin their clinical practice hours when teachers report to school in late August/early September. This will typically fall prior to the first day of classes at MSU.
- ➔ Effective fall 2017, fall semester Clinical I and II orientations are held in late August (before the semester begins), spring semester Clinical II orientations are held in December, and spring Clinical I orientations are held the week before classes begin in January (i.e., the week before MLK, Jr.'s birthday)
- ➔ Effective for undergraduate students who begin at MSU in fall 2017 or later, **EDFD 221: Historical Foundations of American Education** is a prerequisite course for admission to the Teacher Education Program. See page 15 for details.
- ➔ Effective Spring 2018, all **subject area Clinical II teacher interns** begin Clinical Practice II on January 2nd.
- ➔ In Spring 2019, it is likely that all **P-3 and K-6 Clinical II teacher interns** will begin Clinical Practice II on January 2nd: details to be confirmed.

Sharing a Common Vision of Pedagogy: The Newly Revised Portrait

Central to accomplishing the mission of the Center of Pedagogy is the development of teachers who combine instructional expertise with social awareness. *The Portrait of a Teacher* reflects the commitment of the Teacher Education Program's faculty and staff, as well as the members of the Montclair State University Network for Educational Renewal, to the preparation of skillful and humane teachers.

The Portrait of a Teacher has undergone a substantial revision over the past three years. Since the Portrait has been the basis for the development of the MSU Standards and is used extensively for admissions and entry level courses, the transition to the Portrait will take time to complete. For example, the MSU Standards, which articulate the learning outcomes—including knowledge, skills, and dispositions we expect candidates to demonstrate proficiency in by the time they complete the MSU Teacher Education Program—have been revised as well. These Standards guide the design, implementation, and evaluation of curriculum and clinical experiences and practice for candidates as well as the assessment of candidates throughout the program. The Standards can be found in Resource C (p. 63-64).

Agenda for Education in a Democracy

The office of the Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds University faculty/staff, public schools, and the community as they undertake their common work. The vision that drives the work has evolved from a number of sources, including the work of the Goodlad Institute and the National Network for Educational Renewal, founded by John Goodlad. A central purpose of the Goodlad Institute, the Center for Educational Renewal and the hundreds of participants at the various settings of the National Network for Educational Renewal is to restore the links between education and democracy and to ground the work of the public schools in the moral and political ideals of democratic life. That is why this restorative work is called the Agenda for Education in a Democracy. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States.

The Portrait of a Teacher

REVISED

The Montclair State University community is committed to the continuing development of teachers who strive to exemplify the knowledge, skills and dispositions reflected in this portrait so that they can prepare well-educated students who pursue their interests, lead meaningful and productive lives, and become active participants working towards a socially just democracy.

In the service of this mission, we envision teachers who:

1. Have expert knowledge of subject area content and relevant pedagogy:
 - a. Have deep understanding of the major concepts and principles of the disciplines they teach
 - b. Have extensive knowledge of the research, teaching methodologies, technologies, core learning standards, and resources specific to those disciplines
 - c. Possess broad-based knowledge within and across the liberal arts to situate their teaching in current and historical global contexts
 - d. Demonstrate exemplary literacy and communication skills; can speak and write English fluently and communicate clearly and appropriately
2. Understand learning and development as complex processes that take place across the lifespan:
 - a. Understand how children, adolescents and adults learn and develop in a variety of school, family and community contexts
 - b. Know, evaluate and apply relevant theories of learning to teaching practice
 - c. Take initiative to know each student as a unique individual who brings varied backgrounds, strengths, needs, and perspectives to learning
3. Apply knowledge of learners, disciplinary content, pedagogy, and assessment to teach effectively:
 - a. Provide culturally and linguistically responsive instruction that respects diversity of ability, age, class, ethnicity, gender, language, race, religion, and sexual orientation to support the academic achievement of all students
 - b. Plan and implement rigorous instruction that engages all students in meaningful and challenging learning
 - c. Promote creative thinking, critical thinking, and critical consciousness within and beyond the classroom
 - d. Create curriculum, instruction, materials and assessments that are universally designed and accessible to support the intellectual, social and personal development of all students
 - e. Use multiple forms of assessment to measure and evaluate impact on student learning, achievement and progress, and to inform instruction
4. Create democratic learning communities that are engaging, caring, respectful, and inclusive:
 - a. Model attitudes, values and behaviors that promote democratic practice and participation in the classroom
 - b. Create supportive and empathic learning environments that are safe spaces conducive to learning
 - c. Facilitate learning through effective, shared classroom management
5. Embrace leadership roles to create collaborative partnerships with school colleagues, families, and agencies in the community to support students' learning and well-being
 - a. Join with other school professionals to plan and implement strategies that meet the needs of all learners
 - b. Consistently communicate and work with families to establish shared expectations for students and to engage families in the school community
 - c. Seek and use resources available through community and local institutions to actively build partnerships that enhance instruction and learning
6. Demonstrate dispositions critical to the teaching profession:
 - a. Believe that all children can learn and should have equitable access to knowledge
 - b. Are reflective practitioners who remain active in the profession, and continually inquire into the nature of teaching and learning to improve their teaching practice
 - c. Advocate for students and for educational policies that support best practice
 - d. Demonstrate integrity, honesty and understanding of professional ethics, roles and responsibilities
 - e. Demonstrate passion for teaching, lifelong learning, and commitment to the mentoring of future teachers

(rev. 2014)

THE CENTER OF PEDAGOGY (CoP)

The Teacher Education Program is the central focus of the Center of Pedagogy. Therefore, most of the campus units and services overseen by the Center of Pedagogy are related to the Teacher Education Program. Below is an overview of each unit and service that is under the auspices of the Center of Pedagogy. The main reception area for the Center is located in University Hall Suite 1180.

Main number: 973-655-4139
Email: pedagogy@mail.montclair.edu

OFFICES AND ORGANIZATIONS

Teacher Education Admissions and Retention Office

Ext. 7976 UN 1160

This office oversees admission to the Teacher Education Program and the retention of all Teacher Education students. **For undergraduates applying to a single certification program (with or without TESL certification)**, there are two opportunities each year – fall and spring – to apply to the Teacher Education Program. **For undergraduates applying to a Combined Bachelor's/MAT program (P-3, K-6, or subject area and Teacher of Students with Disabilities)**, applications are accepted in the spring semester only. Undergraduate students seeking formal admission to the Teacher Education Program must apply by September 15th if seeking admission for the following spring semester or by February 1st if seeking admission for the following fall semester. Students are encouraged to apply for admission during the second semester of sophomore year or first semester of junior year after they complete the prerequisite courses listed in the "Teacher Education Program" section of this Handbook (beginning on page 14).

For graduate students, application to the Teacher Education Program (Post-BA or MAT) is processed through the Graduate School (<http://www.montclair.edu/graduate>). Graduate admissions decisions are made on a rolling basis.

Office of Clinical Internships

Ext. 4262 UN 1180

This office coordinates clinical internships in the clinical practice year for undergraduate students and graduate ECELE students (subject graduate students' clinical internships are overseen by the SASE Department). Students complete clinical internships in school districts that are partners in the Montclair State University Network for Educational Renewal. For more information on the Network, see below. Students must complete an online application for clinical internships at the beginning of the semester prior to the one in which they plan to take Clinical Practice I. This process is separate from and precedes registration. Students planning to enroll in Clinical Practice I in the spring must apply online by October 1st. Students planning to enroll in Clinical Practice I in the fall must apply by March 1st. Due to the collaborative and time-sensitive work involved, students cannot seek their own placements and late applications cannot be accepted. Detailed information about clinical internships can be found starting on page 30 of this handbook.

The Montclair State University Network for Educational Renewal

Ext. 5231 UN 1180

The Montclair State University Network for Educational Renewal (MSUNER) promotes the simultaneous renewal of schools and the education of educators through collaboration between and among Montclair State University and member school districts as equal partners. Through an emphasis on critical thinking, the MSUNER strives to provide the best possible education for all students, enabling them to make good judgments and to become contributing citizens in a social and political democracy. The MSUNER has 3 primary goals:

- Goal 1: We will move forward in our commitment to teaching for critical thinking as an educational ideal.
- Goal 2: We will consider what it means to make a commitment for all teachers to work to enculturate the young as participants in our political and social democracy and to examine the moral implications of teaching.
- Goal 3: We will work to prepare teachers who see themselves as stewards of best practice and who understand the nature of change within the institutions in which they work.

The Agenda for Education in a Democracy

Ext. 7199 UN 1180

The Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds University faculty/staff, public schools, and the community as they undertake their common work. In particular, the Agenda has had primary responsibility for promoting the implementation of *The Portrait of a Teacher*, the guiding tenets of teacher education at Montclair State University, and for sustaining the membership in the National Network for Educational Renewal. The Agenda also coordinates the annual Leadership Associates Program, where education professionals representing faculty and administrators from public schools, arts and sciences, and education participate in an intensive seminar that focuses on public education in a democracy and issues such as social justice and equity. Another initiative supported by the Agenda is the social justice film series, an event for members of the tripartite that focuses on a timely and pressing societal issue.

Teacher Education Advocacy Center (TEAC)

Ext. 7696 UN 1180

TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from underrepresented groups (linguistic, cultural, racial and/or ethnic) for teaching. In an effort to create a more diverse community of teachers, TEAC promotes the development and implementation of culturally responsive educational programs as well as academic and cultural assistance activities for pre-collegiate, undergraduate and graduate students. TEAC is staffed by a full-time advisor, a program assistant and a director who interact with offices on campus to provide students with personalized support, academic guidance, college life adjustment, counseling, mentoring, career networking and financial aid assistance.

Urban Teaching Programs

Ext. 7696 UN 1160

Montclair State University's Teacher Education Program has a long history of partnering with local cities to recruit, select, prepare and support dedicated urban educators. The **Urban Teacher Residency** has provided the opportunity for dozens of future educators to complete a Master of Arts in Teaching program following an immersive apprenticeship model in Newark. Most recently, in continuation of the success of the Urban Teacher Residency, the University was named a **Woodrow Wilson NJ Teaching Fellowship** site. This program prepares graduate level math and science teachers who are committed to teach in the districts of Newark and Orange.

Kappa Delta Pi Honor Society in Education

Ext. 6952

Each year outstanding students in the field of education are invited to join Kappa Delta Pi, an international honor society in education. The purpose of Kappa Delta Pi is to promote excellence, support new teachers, and recognize outstanding contributions to education. This honor society provides teacher education students opportunities to be leaders in their professional community. Kappa Delta Pi has had a chapter at Montclair State, Gamma Epsilon Chapter, since 1931. Before being initiated, Kappa Delta Pi candidates are invited to participate in a variety of educational outreach programs such as sponsoring a Future Educators' Club, acquiring books and school supplies for children in urban communities, and fundraising. A formal chapter initiation is held on campus annually. The Chapter Counselor is Dr. Monica Taylor, Associate Professor in the Department of Secondary and Special Education, taylormon@mail.montclair.edu.

SERVICES

Scholarships and Awards

UN 1160

Each year the Center of Pedagogy awards over \$50,000 to students in the form of scholarships and awards. All Teacher Education Program students, including students who are applying to the Teacher Education Program this academic year, are encouraged to review the award list (Resource C, page 63) and to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Canvas site and in the Teacher Education Advocacy Center, University Hall Suite 1180. Typically the award deadline is at the end of February for awards for the following academic year. Questions should be addressed to the Center of Pedagogy at x7696. Note that academic departments and CEHS have other scholarship opportunities as well.

All Teacher Education Program students have at least 2 official advisors, as shown in the chart below. **Students in the Program are required to meet with their advisors prior to each registration period.** Advisors do more than process course waivers and substitutions – they help map out the program of study semester by semester, provide notification of program changes, help monitor academic progress, share certification information, offer guidance/referrals when students are experiencing academic challenges, and more. Their assistance and advisement often goes beyond the academic: advisors point students to resources on campus and ensure that students are maximizing their use of all that the University has to offer, particularly when students are having personal/financial challenges or are looking to get involved in the campus community in some way. In addition, the Teacher Education Admissions and Retention Office and the Teacher Education Advocacy Center provide advisement to students who are considering teaching as well as those who are actively preparing to teach.

Program	Major/Subject Area advisor	ECELE or SASE advisor*	Center of Pedagogy advisor
Undergraduate: Subject Area	✓		✓
Combined Bachelor's/MAT: Subject Area	✓	✓ (grad year)	✓ (undergrad years)
Graduate: Subject Area	✓	✓	
Undergraduate: P-3 or K-6	✓		✓
Combined Bachelor's/MAT: P-3 or K-6	✓		✓
Graduate: P-3 or K-6		✓	✓

*ECELE = Early Childhood, Elementary and Literacy Education; SASE = Secondary and Special Education

Testing Support**UN 1160**

Students must receive a passing score on the ACT, SAT, or Praxis Core in order to be admitted to the Teacher Education Program; test prep assistance is available to undergraduates in preparation for this standardized test requirement (See Resource E on page 68 for details). In addition students must pass all tests (Praxis Subject Assessment, OPI, WPT) required for their certification area(s) prior to the Clinical II semester; for some graduate level certification programs, a passing score on the Praxis Subject Assessment is required before the completion of 12 graduate credits. Praxis Subject Assessment workshop sessions are offered several times a semester. Up-to-date information is available in the Center of Pedagogy (UN 1160) and on Canvas; registration bulletins are available at www.ets.org. See Resource F on page 69 to learn how, when, and where to report Praxis Subject Assessment, OPI and WPT test scores.

Career Advisement**UN 2154**

The Center of Pedagogy is committed to helping students build their careers as educators. The Center works in partnership with the College of Education and Human Services Office of Career Services to provide opportunities and resources year round for students, such as job search workshops, mock interviews, and resume reviews. In addition, CEHS Career Services offers career development workshops throughout the academic year. Visit the Career Services Web site at cehs.montclair.edu/career for a complete listing of workshop times and locations. Workshops and resume critiques are scheduled in the late afternoon to accommodate teacher interns.

THE TEACHER EDUCATION PROGRAM

This section is divided into 3 parts: *Undergraduate Roadmap*, *Graduate Roadmap*, and *Successfully Completing Your Program*. The roadmaps illustrate how undergraduate and graduate students might complete the various stages of the Program. *Successfully Completing Your Program* focuses on important policies and procedures as well as the larger picture of what is expected of each certification candidate. All students should make early and frequent inquiries to make sure they understand various policies and practices that apply to their program. E.g., some departments have a higher grade point average requirement than others, some offer methods courses only in particular semesters, and some allow Clinical II only during a specified semester. It is the student's responsibility to understand his/her program's requirements.

UNDERGRADUATE ROADMAP

Freshman and Sophomore Years

Ideally, students apply for admission to the Teacher Education Program during the 2nd semester of sophomore year or 1st semester of junior year. It is important to begin thinking as early as possible about becoming a candidate since there are requirements (shown below) that must be completed before a student can apply – in other words, by the semester *prior* to the semester in which the student submits his/her application. Once admitted, the teacher education sequence can take three or more semesters to complete depending on the certification area, course scheduling/availability, and admissions status.

Choosing a Major and Planning Your Course of Study

Students in subject area certification programs (all except Early Childhood and Elementary) work towards certification for grades P to 12 and usually intend to teach a specific subject in grades 5 or higher. Students in the Early Childhood program work towards certification for Pre-Kindergarten through Grade 3. Students in the Elementary program work towards certification for grades K to 6. Students interested in teaching middle school science, math, languages, English, or social studies can pursue either P-12 subject certification in that area or Elementary (K-6) certification then add on middle school certification once their program at MSU is completed. The latter option requires having 15 credits and a passing middle school Praxis Subject Assessment score in the subject area. Undergraduate students can also apply to a combined Bachelor's/Master's program in order to acquire Teacher of Students with Disabilities certification in addition to a P-3 or K-6 certification or in addition to certain P-12 certifications. See the CoP Web site, CoP Canvas site or University Catalog for more information on programs.

Undergraduate Teacher Certification Programs

The chart below shows the accepted majors for each undergraduate teacher certification program offered at MSU. An undergraduate student must retain the overall and major GPA required for his/her program to be accepted into the Teacher Education Program, maintain good academic standing while in the program, be eligible for clinical internships and complete the program successfully. See pages 70-72 for detailed grade and GPA requirements, which vary according to start date in the Teacher Education Program and certification area.

Majors and Certification Areas for Undergraduate Candidates

CERTIFICATION	ACCEPTED MAJORS	CERTIFICATION	ACCEPTED MAJORS
Biological Science	Biology	French	French
Chemistry*	Chemistry	Italian	Italian
Dance	Dance Education	Latin	Latin
Early Childhood (P-3)	FCST: Families, Children, & School Settings	Mathematics	Mathematics
Earth Science	Geoscience	Music	Music Education
Elementary (K- 6)	Anthropology; English; Families, Children, & School Settings; Gender, Sexuality & Women's Studies; Humanities; History; Math; Psychology; Religion; Sociology; Spanish	Social Studies	Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology
English	English	Health & Physical Education	Physical Education
English as a 2 nd Language	Linguistics	Physical Science**	Chemistry or Physics
Fine Arts	Fine Arts Education	Physics***	Physics
		Spanish	Spanish

* Holders of Chemistry certification can teach chemistry, environmental science, & general science.

** Holders of Physical Science certification can teach physics, chemistry, and physical, environmental, general, earth, & space science.

*** Holders of Physics certification can teach physics, environmental science, and general science.

Combined Bachelor's/Master's Degree with Dual Certification Program

The combined Bachelor's/Master's Degree with Dual Certification Program leads to a bachelor's degree, Master of Arts in Teaching (MAT) degree, certification in a content area (P-3, K-6, or P-12 subject area), and certification in Teacher of Students with Disabilities. **Admission to this combined program takes place in spring semesters only.** To be eligible to apply, **P-3 and K-6 candidates** must successfully complete all of the requirements shown on the next page and must either have successfully completed EDFD 221 or be enrolled in that course when applying to the program. **Subject area candidates (everyone except P-3 and K-6)** must successfully complete all of the requirements shown on the next page. Note that:

- A 3.25 overall and major GPA is required. See pages 70-72 for additional grade and GPA requirements.
- Students who apply to the combined program complete the same admissions process as undergraduate certification program candidates, except an additional essay and additional interview are required.
- There are 5 possible admissions outcomes: Full Acceptance to the combined or undergraduate program; Provisional Acceptance to the combined or undergraduate program; Not Accepted to Teacher Education Program.
- Students must attend the New Admit Orientation if accepted into the Program.
- After completing the undergraduate degree requirements, students receive their Bachelor's degree only. Students must be accepted to the Master of Arts in Teaching program to continue on and receive certification and the MAT. Under certain circumstances students in the combined program may switch to the undergraduate program, but **students accepted in the undergraduate program may not switch to the combined program.**

Majors and Certification Areas for Combined Bachelor's/Master's Candidates

CERTIFICATION	ACCEPTED MAJORS	CERTIFICATION	ACCEPTED MAJORS
Early Childhood (P-3)	FCST: Families, Children, & School Settings	Mathematics	Mathematics
Elementary (K- 6)	Anthropology; English; Families, Children, & School Settings; Gender, Sexuality & Women's Studies; Humanities; History; Math; Psychology; Religion; Sociology; Spanish	Music	Music Education
English	English	Spanish	Spanish
English as a 2 nd Language	Linguistics	Biological Science	Biology
Fine Arts	Fine Arts Education	Chemistry*	Chemistry
French	French	Earth Science	Geoscience
Health & Physical	Physical Education	Physical Science**	Chemistry or Physics

* Holders of Chemistry certification can teach chemistry, environmental science, & general science.

** Holders of Physical Science certification can teach physics, chemistry, and physical, environmental, general, earth, & space science.

Completing Prerequisite Courses for Admission to the Teacher Education Program

Students must complete the courses below prior to the semester in which they apply to the Teacher Education Program. Grades in these courses as well as informal feedback from professors may be taken into account during the admissions process. Depending on the major, many if not all of these prerequisite courses can be applied to General Education Requirements.

Students who begin at Montclair State as freshmen, or who transfer into Montclair State with fewer than 60 credits:

➤ **If you plan to apply for any Early Childhood (P-3) or Elementary (K-6) program, you must successfully complete:**

- ♦ PSYC 101 Introduction to Psychology
- ♦ CMST 101 Fundamentals of Speech
- ♦ ECEL 200 Perspectives on Early Childhood & Elementary Education in a Democracy (must be taken at MSU; must have sophomore status or higher)
- ♦ FCST 214 Child Development I (may be transferred in if approved by FCST Department)
- ♦ EDFD 221 Historical Foundations of American History (for students who begin at MSU fall 2017 or later)
- ♦ 9 credits of major courses

Currently, a C- or better is required in PSYC 101, CMST 101, ECEL 200, EDFD 221 and FCST 214.

In addition, students must complete two courses in each of the following primary disciplines that P-3/K-6 teachers teach: English, social studies, and science. See pages 70-72 for grading requirements in these courses. Students who have not completed these courses can only be granted Provisional Acceptance until this requirement is completed.

Students who begin at Montclair State as freshmen, or who transfer into Montclair State with fewer than 60 credits:

➤ If you plan to apply for **any subject area program (everything except P-3 and K-6)**, you must successfully complete:

- ♦ SASE/EDFD 210 Public Purposes of Education (must be taken at MSU; must have sophomore status or higher)
- ♦ EDFD 200 Psychological Foundations of Education
- ♦ EDFD 221 Historical Foundations of American Education
- ♦ EDFD 220 Philosophical Orientation to Education
- ♦ 9 credits of major courses from your department for all majors except math
- ♦ If math major, 11 credits including Calculus I & II and an additional course that requires Calculus II as a prerequisite

Currently, a C- or better is required in SASE/EDFD 210, EDFD 200, EDFD 221 and EDFD 220.

Students who transfer into Montclair State with 60 or more credits:

➤ To apply for the **Early Childhood (P-3) or Elementary (K-6) program**, you must:

1. Have completed 9 credits of major courses at your previous college or at MSU and
2. Have completed or be enrolled in ECEL 200 and FCST 214 at MSU.

Note that students who take ECEL 200 and/or FCST 214 while applying to the Teacher Education Program receive Full Admit status only after this course is successfully completed.

Students who transfer into Montclair State with 60 or more credits:

➤ To apply for a **secondary P-12 subject area program**, you must:

1. Have completed 9 credits of major courses at your previous college or at MSU and
2. Have completed or be enrolled in SASE 210 (or EDFD 210) while applying to the Teacher Education Program.

Note that transfer math majors must have completed 11 credits including Calculus I & II and an additional course that requires Calculus II as a prerequisite.

Note that students who take SASE/EDFD 210 while applying to the Teacher Education Program receive Full Admit status only after this course is successfully completed.

Subject Area students who hold an AA/AS/AFA degree:

You can receive substitutions or waivers for EDFD 220 and EDFD 221.

Application for Admission

Undergraduate students must apply for admission to the Teacher Education Program. This admissions process is separate from admission to the University or to a major. In addition, students submit a hard-copy application and supporting materials as described below. For fall admissions, applications are due September 15th. For spring admissions, applications are due February 1st.

Undergraduate Admissions Criteria

- ♦ Completed application form
- ♦ Unofficial transcripts from all colleges attended, including Montclair State University
- ♦ Copy of official passing test score for Praxis Core, SAT or ACT (See Resource E on page 68 for details.)
- ♦ Successful completion of prerequisite courses and major course requirements (see previous page)
- ♦ Letter of recommendation
- ♦ Admission essay(s)
- ♦ Overall/major GPA as indicated on pp. 70-72, no Fs in the major or grades of D/F in any prereq courses

After submission and evaluation of admission applications, qualified applicants will be required to participate in the following activities:

- ♦ Writing an impromptu essay
- ♦ Interviewing with faculty members
- ♦ Attending the New Admit Orientation if accepted into the Program

Representatives from the College of Education and Human Services and the student's major field review the application and interview the applicant. **See Resource D on Page 65 for the Admissions Evaluation Scale and rubric.**

There are five (5) possible outcomes of the application process for the undergraduate program:

Application Outcome	Why?	What it means
Full Acceptance	The criteria for admission have been met fully.	The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program. This status is required in order to do Clinical I and Clinical II.
Provisional Acceptance	The criteria for admission have not all been met to the satisfaction of the interviewers. E.g., some work is needed on grammar, or the candidate is applying to the K-6 program and needs to take one more science course and receive a grade of B or better.	The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program while working to meet the specific provision(s) and timeframe that are provided in his/her admissions letter. Once the provision(s) are met within the specified timeframe, the candidate's admissions status is changed to Full Acceptance. If a candidate does not meet her/his provision(s) in the specified timeframe, she/he may be administratively withdrawn from the Program.
Supplemental Acceptance	The overall and/or major GPA is up to 0.25 points below the minimum required GPA.	The candidate is permitted to begin the Professional Sequence of courses in the Teacher Education Program while working to raise the GPA(s) to the required level within a specified timeframe. If a candidate does not meet the GPA requirements in the specified timeframe, she/he may be administratively withdrawn from the Teacher Education Program.
Not Eligible	The baseline criteria for admission have not been met. E.g., the overall GPA is 0.5 points below what is required, or a prerequisite course has not been completed successfully.	The application is not accepted and the candidate does not move forward for an interview. The candidate may re-apply the following semester if he/she meets the conditions for eligibility at that time.
Not Accepted	The criteria for admission have not been met. E.g., interviewer has concerns regarding content knowledge in the cert area, or candidate's communication skills are below rubric standards.	The candidate is not accepted into the Program. In order to re-apply to the Program in a subsequent semester, the candidate must meet with an advisor. Not all candidates are permitted to re-apply.

Admissions Orientation Events

Students are encouraged to attend a Teacher Education information session to become acquainted with the admissions process and expectations of the program to which they are applying. Mandatory "Interview Preparation Sessions" are also held. Students who are admitted (full, provisional, supplemental) are required to attend a New Admit Orientation typically held one month after admissions decisions are made. Attendance is taken at all events and is considered part of the overall admissions process. A final step for the admissions process is to complete the Clinical Internship Survey for the Office of Clinical Internships to target your Clinical I and II semesters. While these target semesters may move up or back, having this information helps the Office of Clinical Internships plan for your placements for Clinical I and II.

Sophomore and Junior Years

After admission to the Teacher Education Program, students continue to fulfill University and major requirements while taking the required Professional Sequence courses in teacher education as specified for their particular certification program. It is critical to sit down with advisors to map out a program of study for all remaining semesters and to check in with advisors each semester to make revisions as needed; there are many requirements and prerequisites for the Program.

It's Never Too Early to Plan Ahead!

Academic Prerequisites for Undergraduate Clinical Practice I

- ♦ Full Acceptance status in the Teacher Education Program
- ♦ Required overall and major GPA*
- ♦ B- or better in all completed professional sequence courses*
- ♦ Subject area candidates: B- or better in departmental methods course(s) taken prior to Clinical I.*
- ♦ P-3/K-6 candidates: B- or better in English, Social Studies, Math and Science coursework*
- ♦ On track to complete all undergraduate coursework prior to the Clinical II semester
- ♦ Submission of Clinical internship Application by March 1st for fall Clinical I or by October 1st for spring Clinical I. This is a separate process from course registration that takes place well before registration.

Academic Prerequisites for Undergraduate Clinical Practice II (Clinical II)

- ♦ B- or better in all Professional Sequence courses*
- ♦ B- or better in the departmental methods course(s)*
- ♦ Required overall and major GPA*
- ♦ Completion of all undergraduate coursework (except the Clinical II courses themselves)*
- ♦ Passing Praxis Subject Assessment score(s) on all required tests if applicable
- ♦ Passing OPI for Spanish, French, Italian or TESL; Passing WPT for TESL; passing LTTC for Latin

*See pages 70-72 for exact grade and GPA requirements for your program.

Students must complete all undergraduate coursework prior to Clinical II –
all of your undergraduate coursework is considered part of your preparation to teach.

Physiology and Hygiene Requirement

In addition to the university requirements, the state has a physiology and hygiene requirement that candidates must complete prior to Clinical II. There are two manners in which the requirement can be fulfilled: taking a relevant course or passing the MSU Health Knowledge Test. A list of courses satisfying this requirement and information about the Health Knowledge Test are provided in Resource H on page 73. Transfer students are encouraged to talk to an advisor in the University's Academic Advising Center to determine if a transfer course meets this requirement. **NOTE: the University does not accept the state-issued test – only the options above are accepted at MSU.**

Determining If You Are Eligible for In-Service Clinical Internship Status

In-Service status is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you believe you are eligible and wish to seek permission to complete Clinical I and Clinical II in the school where you are employed as a teacher, obtain an application packet from the CoP Canvas site, the Office of Clinical Internships, or your advisor. The In-Service application follows the same deadlines as the Clinical internships Application. See Resource K on page 76 for details.

Senior Year: The Clinical Practice Year

All undergraduate students in the Teacher Education Program complete clinical internships in the last two semesters of their program. This is referred to as the Clinical Practice year. Students take Clinical Practice I in the first semester and Clinical Practice II in the subsequent semester. Note that the SASE and ECELE departments each offer these courses – subject area students take the SASE versions and P-3/K-6 students take the ECELE versions.

Students must submit an online Clinical internships Application the semester prior to the start of Clinical Practice I. The link is accessed via the CoP Canvas site. A student cannot enroll in Clinical I until the Office of Clinical Internships has received and processed his/her application. Please note that **the Center of Pedagogy cannot guarantee an internship placement for a student who does not hold a substitute teaching certificate. See Resource I on page 74 for details.**

Requirements for Enrolling in Clinical Practice I: Admissions & Retention Audit

As the first of two culminating clinical internships in the Teacher Education Program, Clinical Practice I is a benchmark both in terms of the student's development as a teacher and his or her academic progress. Therefore, once a student submits his or her Clinical internship Application, an audit process is begun by the Teacher Education Admissions and Retention Office to determine if the student is eligible to begin her/his culminating clinical internships. To be eligible for Clinical I, the student must have the following criteria in place by December 15th for spring Clinical I or by July 15th for fall Clinical I:

1. Be fully admitted to the Teacher Education Program.
2. Be in good academic standing, which includes having the following in place by the audit deadline:
 - Requisite overall and major GPA (see pages 70-72)
 - Being on track to complete all of undergraduate coursework prior to the Clinical II semester.
 - P-3/K-6 candidates: being on track to successfully complete all General Education Requirements prior to the Clinical II semester. This includes meeting the grade requirement for the content areas that P-3/K-6 teachers teach – English, math, science and social studies. See pp. 70-72 for exact requirements.
3. Show evidence of maturity and professionalism. It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:
 - No disciplinary record/probation and no pending disciplinary reviews (academic and residence life).
 - Professional demeanor when interacting with Teacher Education Program faculty and staff.
 - Professional demeanor when in a partner school setting for a clinical internship.

Since delaying this first clinical internship can delay graduation, it is critical that students seek advisement each semester to ensure they are on track not just for graduation, but for this important milestone.

The Clinical internship Application must be submitted online by October 1 for an assignment in the spring semester and by March 1 for an assignment in the fall semester. Students who have postponed must submit a hard copy Clinical internship Postponement Form by these same dates. Since it takes considerable time to place students in the schools, it is important that the Office of Clinical Internships have time to secure assignments. Placements are made in MSUNER schools (see Resource A on page 61 for MSUNER information). Late applications cannot be accepted.



Requirements for Enrolling in Clinical Practice II: Admissions & Retention Audit

In order to qualify for Clinical Practice II, aka, Clinical II, students must meet the criteria listed below by the audit deadline (December 15th for spring teacher interns, July 15th for fall teacher interns). Student records are reviewed prior to these deadlines AND after registration closes to ensure that the criteria have been met. The requirements are as follows:

1. **Be fully admitted to the Teacher Education Program.**
2. **Be in good academic standing**, which includes having the following in place by the audit deadline:
 - Requisite overall and major GPA (see pages 70-72 for GPA requirements)
 - Successful completion of the Professional Sequence (see page 70-72 for grading requirements)
 - Successful completion of all other courses in the Bachelor's degree program (major, gen ed, electives)
 - P-3/K-6 candidates: successful completion of all General Education Requirements prior to the Clinical II semester. This includes meeting the grade requirement for the core subject areas that P-3/K-6 teachers teach – English, math, science and social studies. See pp. 70-72 for exact requirements.
3. **Be recommended by the Clinical I cooperating teacher to move forward to Clinical II.** A student may not be recommended to move immediately to Clinical II even if she/he receives passing grades in all courses; in some instances, the student is counseled out of the Program or is dismissed. Each case is reviewed individually.
4. **Show evidence of maturity and professionalism.** It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:
 - No disciplinary record/probation and no pending disciplinary reviews (academic and residence life)
 - Professional demeanor when interacting with Teacher Education Program faculty and staff
 - Professional demeanor when in a partner school setting for a course field experience
5. **Email official PDF of passing Praxis Subject Assessment scores if required in the certification area.** Praxis Subject Assessment tests are required for most certification areas – a pdf must be submitted to Teacher Education Admissions and Retention by July 15th for the fall semester and by December 15th for the spring semester. Test scores must also be sent directly by ETS to the NJ Department of Education. Test details and registration information are posted outside Teacher Education Admissions and Retention. See Resource F on page 69 for Praxis Subject Assessment Policy and Information.
6. **For Spanish/French/Italian/Latin/TESL candidates:** Spanish/French/Italian candidates must submit Advanced Low OPI scores; TESL candidates must submit Advanced Mid OPI and WPT scores; Latin candidates must submit advanced Latin Test for Teacher Certification score. All scores must be submitted to the appropriate language Program Coordinator by the established deadline. Verification of passing scores from the Program Coordinator is required by the audit deadline.
7. **Complete the Physiology and Hygiene requirement.** (See previous page and page 73 for details.)

Clinical Practice II Course Credit Policy

Students may not take any additional credits during the Clinical II semester to ensure full focus on the Clinical II experience. Students therefore should plan their coursework well in advance, taking into account that certain courses may not be offered every semester.

Senior Year: Coursework

The clinical internships in which students engage are supported and enhanced by corresponding courses. Clinical Practice I students attend a weekly class with a faculty member and begin their field experience several weeks into the semester. Teacher interns attend a weekly class with a faculty member and begin their Clinical II assignment on the first day that district teachers report to school (fall) or first day of MSU classes (spring). Students are assigned to their seminar section based on where they are Clinical II, as most seminar sections meet off campus at partner schools in the MSU Network for Educational Renewal.

GRADUATE STUDENT ROADMAP

Overview of graduate-level options at Montclair State University

At MSU, a student with a bachelor's degree may pursue an initial NJ teaching certificate, and a fully certified teacher may obtain additional teaching field endorsements or advanced certification. The Teacher Education Program oversees graduate programs at the University that lead to initial teacher certification. All other programs – i.e., those leading to additional/advanced certification – are handled by The Graduate School and the college in which the program resides.

Graduate students who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs via the Teacher Education Program, shown below. Upon successful completion of the Post-baccalaureate Initial Instructional Certification Program (Post BA) or the Master of Arts in Teaching (M.A.T.) program, students are recommended to the New Jersey Department of Education for a teaching certificate. Note that some programs only offer one option or the other – see page 27 for details.

Teacher Education Program Options for Initial Certification

Master of Arts in Teaching (M.A.T.) Program: Students who wish to obtain a master's degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses. Course requirements and admission requirements for all M.A.T. programs are outlined in the Graduate Catalog and on The Graduate School Web site at <http://www.montclair.edu/graduate>.

Post-baccalaureate Initial Instructional Certification Program (Post-BA): Students who have strong academic preparation in the subject they wish to teach complete approximately 33 semester hours of professional education courses and clinical internships including Clinical II.

After filing an application to the Graduate School for an MAT or Post-BA program, candidates' academic backgrounds are assessed by faculty; additional course work in the subject they wish to teach may be required prior to, or concurrent with, the professional education sequence of courses. It is highly recommended that all content course work be completed first for programs that require a passing Praxis Subject Assessment score by 12 credits.

Applying to the Teacher Education Program at the Graduate Level

Candidates for admission to M.A.T. and Post-baccalaureate programs file an Application for Graduate/Post-Baccalaureate Admission to The Graduate School (at any time – admissions are rolling). Candidates must meet the Standardized Test Requirement (see Resource E on page 68 for details). Applicants to most M.A.T. and Post-baccalaureate Programs must submit an entrance ticket or copy of passing score on the appropriate Praxis Subject Assessment(s) prior to the completion of 12 graduate credits. Praxis Subject Assessment scores must be under 5 years old at time of program completion – see Resource F on page 69 for details. In addition to GRE scores (for some MAT candidates) and transcripts, two recommendations from school or college faculty, a Portrait of a Teacher essay, and graduate application fee must be submitted. Candidates must demonstrate proficiency in the use of the English language. Candidates who wish to change certification programs must re-complete the admissions process.

Planning Your Program of Study

Once admitted, graduate students should meet with their appointed graduate advisors to plan their coursework and to ensure that they are clear about all of the steps needed to complete their program successfully. Given that each certification program has different requirements and that graduate students vary in their previous coursework and their future plans, this advisement meeting is essential. Students are required to attend a Teacher Education Orientation sponsored by the Center of Pedagogy, ECELE Department or SASE Department as well as a Graduate School Orientation to learn about important processes and guidelines. Students accepted into a Post-baccalaureate Initial Instructional Certification Program who wish to switch into the M.A.T. program must file a new Graduate Application with The Graduate School before the completion of 12 graduate credits and must submit GRE scores.

Preparing for Clinical internships

All students in the Teacher Education Program take clinical internship courses in the final two semesters: Clinical Practice I, which is part time, and Clinical Practice II, which is full-time Clinical II. Students must submit an online Clinical internship Application the semester prior to the start of Clinical Practice I. This application is separate from the graduate admissions process. Only students who are in the Teacher Education Program may apply. A student cannot enroll in Clinical I until the Office of Clinical Internships has received and processed his/her application.

Clinical internship Applications are due by October 1 for the spring semester and March 1 for the fall semester. Students who postpone a clinical internship must submit a hard copy Clinical internship Re-Application form by these same dates. It takes considerable time to place students in the schools; late applications cannot be accepted. Placements are made in MSUNER schools (see page 61). (Exception: Subject MAT students should consult with the SASE Department regarding their clinical internships.)



Clinical Practice I is a benchmark in terms of the student's development as a teacher and his or her academic progress. Therefore, once a student submits his or her Clinical internship Application, an audit is conducted by the Center of Pedagogy, ECELE Department, or SASE Department to determine a candidate's readiness for culminating clinical internships. The standards are shown in the box below. All students are notified via email of the results of the audit. All audit requirements must be met by July 15th for fall Clinical I or by December 15th for spring Clinical I. The clinical internship in which students engage is supported and enhanced by corresponding courses led by MSU faculty.

Clinical II (Clinical II) is a full-time full semester teaching experience. Students may not take any additional credits during the Clinical II semester (except those doing In-Service Clinical II). Students should therefore plan their coursework well in advance, taking into account that certain required courses may not be offered every semester. A follow-up audit is conducted to ensure that all eligibility requirements are met by July 15th (for fall) or December 15th (for spring).

Eligibility Requirements for Clinical Practice I and II

Prerequisites for Graduate Clinical Practice I (2-3 Days a Week)

- ♦ Full Acceptance status in the Teacher Education Program
- ♦ For some programs, e.g., subject area programs, passing Praxis/OPI/WPT tests is required
- ♦ 3.0 overall GPA
- ♦ On track to complete all professional sequence courses prior to the Clinical II semester
- ♦ Submission of Clinical internship Application by March 1st for fall Clinical I or by October 1st for spring Clinical I. This is a separate process from course registration that takes place well before registration.

Prerequisites for Graduate Clinical Practice II (Clinical II)

- ♦ B- or better in all Professional Sequence courses
- ♦ Completion of Physiology and Hygiene requirement
- ♦ 3.0 overall GPA
- ♦ Passing test scores if not already required for the Clinical I semester: Praxis Subject Assessment if applicable; OPI for Spanish, French, Italian, TESL; WPT for TESL
- ♦ Recommended by Clinical I cooperating teacher to move forward to Clinical II. In rare cases, a student may pass the course but not be recommended to move immediately to Clinical II; in some instances, the student is counseled out of the Program or is dismissed. Each case is reviewed individually.

Evidence of Maturity and Professionalism

It is critical that students who are representing the University in public and who will be working directly with children demonstrate maturity and good decision-making skills. This includes but is not limited to:

- No disciplinary record/probation and no pending disciplinary reviews
- Professional demeanor when interacting with Teacher Education Program faculty and staff
- Professional demeanor when in a partner school setting for a course clinical experience

Physiology and Hygiene Requirement

In addition to the university requirements, the state has a physiology and hygiene requirement that candidates must complete prior to Clinical II. See Resource H for a list of courses satisfying this requirement and information about a testing alternative offered at MSU. **NOTE: the University does not accept the state-issued test.**

Are You Eligible for In-Service Clinical Internship Status?

In-Service Clinical Internship status is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you wish to seek permission to complete Clinical I and II in the school where you are employed as a teacher, see Resource K on page 76 for details.

SUCCESSFULLY COMPLETING YOUR PROGRAM

The Teacher Education Program holds students to high academic and professional standards. This section explains the Program's candidate assessment system and addresses a variety of academic, professional, and personal circumstances that students may experience. There are many support structures in place to help students along the way; however, it cannot be emphasized enough that working toward initial teacher certification requires great effort, responsibility and initiative on the part of the student. In addition to the assessments and checkpoints shown in the table below, students need to complete State requirements, including the Physiology and Hygiene requirement (p. 72) and the edTPA (p. 28).

Periodic Review of Performance

The Teacher Education Program uses a performance assessment system to provide evidence of candidates' performance as they progress through the program. Reviews are conducted at several phases in the program to determine whether a student should be retained, placed on probation, or dismissed. Students placed on probation or dismissed may appeal the decision. See next page for more information.

The reviews are designed to provide information about candidates' development of the knowledge, skills, and dispositions in *The Portrait of a Teacher* and the MSU Institutional Standards. The reviews also ensure that candidates meet state and MSU requirements. The chart below summarizes the different sources of evidence used for student reviews at four phases of the program: admission to the program, entry to Clinical II, exit from Clinical II, and program completion. The results of the course-specific assessments are entered into a database and summarized for use as one source of data in admission, retention, and completion reviews.

Overview of the MSU Teacher Education Program Performance Assessment System by Transition Point

Transition Points in MSU's Teacher Education Program:			
1. Program Entry (Admission to Teacher Education)	2. Entry to Professional Semester (Clinical II)	3. Exit from Professional Semester	4. Program Completion
Sources of Assessment Data (for all programs unless otherwise noted):			
Admissions Evaluation Scale Ratings are based on: <ul style="list-style-type: none"> • Transcripts • Overall GPA (minimum of 3.0) • GPA in major (minimums vary) • Letters of recommendation • Essays • Test scores (subject specific) • Portfolio (subject specific) • Interview 	<ul style="list-style-type: none"> • Overall GPA (minimums vary) • GPA in major (minimums vary) • No grade below B- in professional sequence courses • Submission of Praxis Subject Assessment scores • Completion of all required courses • Successful completion of assessments in major depts. (data analyzed by the major depts. and reported to SPA's) <hr/> <i>Course-specific performance assessments for P-12 programs:</i> <ul style="list-style-type: none"> • Community Study (SASE/EDFD/READ 305, SASE/EDFD 509) • Clinical I Teacher Report (SASE 450/527) • Creating a Community for Learning (SASE 451/526) • Developing a Unit plan (Dept. methods courses) • Planning Instruction & Assessment (SASE 451/526) • Reflections on Teaching and Learning (SASE 452/543) <hr/> <i>Course-specific performance assessments for P-3/K-6 programs:</i> <ul style="list-style-type: none"> • Portrait of a Child (Seminar I)— (ECEL 412/502) • Assessment of Student Performance (Clinical I)— Teacher assessment (ECEL 412/502) • Planning and Assessing for Student Learning (ECEL 422/435/522/528) • Tailoring Planning for Literacy Instruction for an English language learner (READ 399 or 400, READ 500) 	<ul style="list-style-type: none"> • Summarized Record of Clinical II • Assessments conducted by selected major departments as part of Clinical II (analyzed by faculty in those departments) • edTPA 	<ul style="list-style-type: none"> • Cumulative GPA meets minimum standard (varies by program) • Passing score on relevant Praxis Subject Assessment, OPI, WPT test(s) • Summary of all previous performance assessments Rev. 8/27 Visit http://cehs.montclair.edu/ncate/ for further information about the Assessment System and links to assessments used.

Grade and GPA Requirements

Graduates of the Teacher Education Program must meet University standards in order to be eligible for the Certificate of Eligibility with Advanced Standing. **For many undergraduate and graduate level programs offered at Montclair State, the GPA requirements to be recommended for certification currently are higher than the State's standards.** Grade and overall/major GPA requirements for each program are provided on pages 70-72. Undergraduates who complete their undergraduate degree requirements but do not meet these grade and GPA requirements may receive their bachelor's degree but will not be recommended for certification. Graduate students cannot complete their program or receive any certification or degree if their GPA is below 3.0. Students must monitor their own progress carefully. The Center of Pedagogy will also monitor students' academic progress. The following criteria and categories serve as the guidelines:

Retention: GPA is at or above the minimum required for the candidate's program.

Probation: GPA is up to 0.25 points below the minimum required for the candidate's program.

Grounds for dismissal: GPA is more than 0.25 points below the minimum required for the candidate's program.

Only students whose grades/GPA meet Teacher Education Program's requirements are permitted to do Clinical I and II.

Academic Integrity & Adherence to the Student Code of Conduct

Students in the Teacher Education Program are expected to be models of academic integrity and appropriate conduct. The Center of Pedagogy reviews University probation/conduct reports to ensure that students in the Program are not on probation, etc. The Center of Pedagogy also collects anecdotal information from faculty and staff regarding any concerns that may not be addressed by the University writ large.

Teacher Education Program Dismissal Policy

As is evidenced throughout this Handbook, the Teacher Education Program holds students to high expectations not only in their academic performance but in their conduct. The Program's standards are necessarily higher than those of the University since program completers are being recommended to the State of New Jersey for teacher certification. It is possible for a student who is in good academic standing by University standards to be dismissed from the Teacher Education Program for not meeting Program standards. For example, a student who does not demonstrate a commitment to his or her academic studies may be dismissed from the Program. This includes but is not limited to: failing to maintain a satisfactory overall or major GPA; receiving unsatisfactory grades in one or more Professional Sequence course; communication by faculty to the Center of Pedagogy that academic focus is inconsistent or lacking (e.g., poor attendance, excessive tardiness, lack of participation in class, etc.). Likewise, if a student demonstrates poor conduct or judgment, he or she may be dismissed from the Program regardless of whether he or she is in good standing at the University. In fact, the State asks the University's Certification Officer to attest to the moral and ethical character of each candidate that is recommended for certification. Examples of poor conduct or judgment that can lead to dismissal include: lying, plagiarizing (in class, on Teacher Education Program essays, or elsewhere), showing disrespect for individuals, posting inappropriate comments/photos on social media, failing to communicate in a timely and reasonable manner with Center of Pedagogy staff, behaving inappropriately in a clinical setting or on campus, or conveying a lack of commitment to the learning and well-being of P-12 students. During clinical internships – particularly Clinical II – expectations are even higher. As a representative of the Program, and as a guest in a partner school who interacts directly and indirectly with P-12 students, the Teacher Education Program candidate is expected to be a model of professionalism and scholarship. Concerns raised by partner school personnel regarding conduct or progress in teaching abilities are grounds for dismissal.

Student Concerns and Appeals Process

In the event that a student wishes to formally share a concern involving any area of the Teacher Education Program, s/he must submit a formal, written letter to the appropriate Teacher Education Program personnel (see page 82 for staff list). If seeking action/redress of any kind, the desired outcome should be explicitly stated in the letter. For appeals related to admissions decisions to the Teacher Education Program and audit decisions for Clinical I and II, a specific form is used. This form is available from any Center of Pedagogy advisor. If a student is dissatisfied with the response to the matter in question, s/he may make a written request for a private conference with the Center of Pedagogy Deputy Director to appeal. Should the issue not be resolved to the student's satisfaction after meeting with the Deputy Director, the issue may be appealed in writing to the Executive Director of the Center of Pedagogy. Subsequent appeals, if desired, are made first in writing to the Assistant Dean of the College of Education and Human Services, then the Associate Vice President

for Academic Affairs. Concerns for which a University policy pre-exists (harassment, plagiarism, grades, etc.) are addressed according to the prevailing University policy.

Readmission to Teacher Education

Undergraduate and graduate students who have been accepted to the Teacher Education Program and subsequently leave the University for two years or more must apply for re-admission to the Program. They may be required to satisfy additional course requirements as program requirements are subject to change. Undergraduates in the Teacher Education Program who choose to graduate without certification will not necessarily be accepted into the graduate level program in their subject area should they decide to obtain certification at a later date, nor is there any guarantee that undergraduate credits will count towards a certification program.

Postponing Clinical I or Clinical II

Sometimes it is necessary for a student to postpone a clinical internship after submitting the Clinical internship Application. In order to ensure that students receive the best possible advisement and to ensure that the Teacher Education Program is fully aware of each student's circumstances that lead to a postponement, students who postpone a clinical internship for which they have applied for one or more semesters are required to complete a Clinical internship Postponement form, available in the Center of Pedagogy (UN1180) or on the CoP Canvas site. This form requires:

- Undergraduate Major Advisor or Graduate Advisor signature
- Indication of when the student plans to return to complete Clinical I and II
- Interim plans/reason for postponement (e.g., did not pass Praxis, need time off for personal reasons, etc.)

The form should be handed in to Pat Gagnon at the Center of Pedagogy reception desk in UN 1180.

In addition, note that:

- Students who postpone a clinical internship must complete a hard copy Clinical internship Re-Application and submit it by the standard deadline of March 1 for fall clinical internships or October 1 for spring clinical internships. The original Clinical internship Application ceases to be valid if a student postpones.
- If a student does not return to complete the clinical internship in the semester indicated on the postponement form, he or she must complete a new form to renew the postponement request. Students are not automatically "moved" to the subsequent semester.
- The Clinical internship Postponement form is the only accepted means of postponing a clinical internship and rescheduling for a future semester – email, phone messages, in person meetings et al do not replace the form.

Taking a Leave of Absence from the University

Undergraduates must officially request a leave of absence with the University if not taking courses for one semester or more, by completing a Withdrawal/Leave of Absence Form and submit it to the Center for Advising and Student Transitions. **Graduate students** must receive permission from the Graduate School, as outlined in the Graduate School policies/procedures, in order to take a one-semester leave of absence. It is the student's responsibility to withdraw from any registered courses once the leave of absence is approved by the Graduate School. Graduate students enrolled in a master's degree program must complete at least six credits in each academic year (fall/spring semesters), and must be continuously enrolled in a minimum of three credits in both the fall and spring semesters until they have fulfilled all requirements for graduation. In addition, **all students** are responsible for notifying the Teacher Education Admissions and Retention Office (UN 1160, x7976) of plans to take a leave of absence at any time.

Clinical internships Applications are due by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Students who have postponed a clinical internship (which is done by submitting the Clinical internship Postponement form) must submit a hard copy Clinical internship Re-Application form by these same deadlines of October 1 and March 1. Since it takes considerable time to place students in the schools, late applications cannot be accepted, even in postponement situations. (Exception: Subject MAT students should consult with the SASE Dept. regarding their clinical internships.)



Returning to MSU as a Graduate Student

Undergraduate students who choose to graduate without certification and then later wish to return to the University to complete certification must apply to the appropriate program as a graduate student. **There is no guarantee that you will be admitted to The Graduate School to complete your program.** Students who wish to consider this option must complete a Clinical Internship Postponement Form and have it signed by the Graduate Program Advisor in their cert area.

- ▶ A student who returns within 2 semesters must apply to The Graduate School and, if accepted, may complete her/his program by taking equivalent remaining courses at the graduate level.
- ▶ A student who returns 3-10 semesters later must apply to The Graduate School and, if accepted, may be required to retake 1 or more courses or take additional coursework as determined by the certification area department.
- ▶ Students who return after 10 semesters must apply to The Graduate School and, if accepted, may be required to retake the entire professional sequence leading to certification regardless of courses completed as an undergraduate.
- ▶ Students admitted at the graduate level must notify the Office of Clinical Internships of their intent to student teach by the appropriate Clinical II deadline. Currently the deadlines are March 1 for fall Clinical II and October 1 for spring Clinical II. Students first must be admitted to The Graduate School before submitting a Clinical II application: **it is not possible to request to student teach prior to full acceptance by The Graduate School.**

Clinical Internship Audits: What Every Student Needs to Know

- Students who have completed a Clinical internship Application are audited by the Teacher Education Admissions and Retention Office to establish readiness for Clinical I and Clinical II. This is done simultaneously with, but separate from, the placement process overseen by the Office of Clinical Internships.
- The audit deadline is December 15th for spring clinical internships and July 15th for fall clinical internships. After these dates, students who are not eligible for any reason are removed from clinical internship roster and must drop the clinical internship courses.
- Undergraduate requirements for clinical internship readiness are provided on pages 17-19 and graduate requirements are provided on pages 20-21. All requirements must be met prior to the audit deadline. Students are responsible for understanding the requirements of their program and for working closely with their advisors to be sure they are on track for clinical internships.
- **As a courtesy**, students in jeopardy are notified of outstanding issues prior to the audit deadlines. In addition, every student is notified of his/her internal audit results via MSU email immediately after the audit deadline. It is the student's responsibility to ensure that his/her MSU email account is working properly/not over quota so that all email communication from the Center of Pedagogy is received.
- It is the student's responsibility to contact the Teacher Education Admissions and Retention Office if she/he does not receive a clinical internship audit email and she/he would like to verify readiness for clinical internships.
- Audit emails either indicate that the student is cleared for the upcoming clinical internship or that she/he is not eligible due to one or more outstanding requirement(s). Students who are not eligible must contact the Teacher Education Admissions and Retention Office to determine next steps. In some cases, students are able to take care of the requirement(s) and be cleared for the clinical internship. In other cases, students must complete a Clinical Internship Postponement form.
- Since clinical internships take extensive time to arrange, they are requested (and often confirmed) by the Office of Clinical Internships well before the clinical internship audit deadline. **Receiving a confirmed placement prior to the audit deadline does NOT mean that a student has passed his or her clinical internship audit.** After the December 15th/July 15th audit deadlines, placements for students who have not passed the audit are canceled.
- Any appeals regarding audit status must be resolved by the audit deadline, so it is critical for students to communicate concerns/begin the appeals process well before the deadline. Appeals follow the process outlined on page 23, and begin with a written appeal to Ms. Charity Dacey, Director of Teacher Education Admissions and Retention, at daceyc@mail.montclair.edu.

Certification

The Teacher Education Program provides a sequence of professional courses and clinical internships leading to an initial teaching certificate. **Undergraduate students** engage in these courses and experiences while majoring in a particular field of interest. **Graduate students** engage in these courses and experiences through either an MAT or a post-baccalaureate program. When all program requirements have been met, the student is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource M, page 78). The requirements for teacher certification are subject to changes in state regulation and University policy. Although students are notified of program changes, they should consult regularly with the Center of Pedagogy as well as their departmental and education advisors.

The Path to Teacher Certification

After you:

- ☐ Successfully complete all required coursework for your area of certification
- ☐ Pass all required Praxis Subject Assessments for your area of certification, if applicable
- ☐ Successfully complete the edTPA
- ☐ TESL, Spanish, French, Italian, Latin candidates: Pass appropriate language tests (OPI, WPT, and/or LTTC)
- ☐ Meet the NJ Physiology and Hygiene requirement (see Resource H, page 73 for details)
- ☐ File for graduation at the Office of the Registrar (see next page for deadlines)
- ☐ Have graduation noted on your transcript (approx.. Feb. 1 for January graduates, June 1 for May graduates)
- ☐ Meet the overall and major GPA requirements for your program

and

- ☐ Complete a certification application that is sent to your home by the Registrar during the Clinical II semester and submit it back to the Registrar; pay Student Accounts the certification fee (on average, \$190/certification)

Then:

1. The Office of the Registrar, on behalf of Montclair State University, will send your certification application to the state **and**
2. You will receive a Certificate of Eligibility with Advanced Standing from the State of New Jersey.
3. You become eligible to officially accept a teaching position in a NJ public school – the CEAS is your “ticket” to getting a job.
4. The district that hires you will tell the state they have hired you, and will request that you be issued a Provisional License
5. In your first two years, called the “Induction Years” or “Provisional Years,” you will teach under that Provisional License in your certification area(s). In accordance with state law, you will be observed by school-appointed mentors and by your principal **and**
6. At the end of your second year, if you receive an “approved” rating from your principal, you will apply to the state for a Standard Certificate in all eligible certification areas.

Under current NJ law:

- The CEAS never expires and the Standard License never expires.
- The Provisional License is valid for 2 years and can be renewed 2 times.

Important Certification Details

1. Be sure to familiarize yourself with the certification requirements and rules for the area that you wish to teach. It is in your best interest to speak with an advisor before committing to a particular certification program.
2. The Office of the Registrar has deadlines by which students must file for graduation and for certification. **Post-BA students must file for graduation in order to complete their certification-only programs.**

The audit, graduation, and certification timeframes are as follows:

Date of Intended Graduation/ Program Completion	Deadline for Applying For Graduation (Degree and/or Certification)	Graduation Date (this is when your degree is officially conferred)	Date By Which Certification Application Sent to State by MSU
January	October 1 st of prior calendar year	January 31 st	Second week of March
May	November 1 st of prior calendar year	May 31 st	Second week of July
August	February 15 th of that year	August 31 st	First week of October

3. Two+ months before the graduation date, candidates who have filed for graduation receive a certification application via mail from the Registrar which must be completed and returned to the Registrar.
4. The State-assessed fee for certification ranges from \$180-\$380 for most candidates depending on the certification(s) requested. This fee is paid in person at the Student Accounts Office or via NEST.
5. In order to apply for certification, a student must be a citizen of the United States OR s/he must take an Oath of Allegiance to uphold the U.S. Constitution and indicate the intention to become a U.S. citizen.
6. Note that while it typically takes the State of New Jersey 5-10 business days to process certification applications once they are received, this can take longer and the timeframe is not under University control once the applications are in State hands.

NEW JERSEY INITIAL TEACHER CERTIFICATION OFFERED AT MONTCLAIR STATE UNIVERSITY

Art*+

Biological Science*+

Chemistry*+

Dance (undergraduate only)

Early Childhood Education (P-3)* +

Earth Science*+

Elementary Education (K-6)* +

English*+

French*+

Health & Physical Education*+

Italian (not an M.A.T. option)

Latin (not an M.A.T. option)

Mathematics*+

Music*+

Physical Education (graduate level only – undergrads do Health and Physical Education certification)+

Physical Science+

Physics (undergraduate only)

Psychology (not an M.A.T. option)

Social Studies+

Spanish*

Teacher of English as a Second Language*+

*** Teacher of Students with Disabilities dual certification available as combined bachelor's/MAT program**

+ Teacher of Students with Disabilities dual certification available at the graduate level

✳ See Resource J on page 75 for information about programs in special education (Teacher of Students with Disabilities certification).

✳ All certifications are valid for grades Pre-school through Grade 12 unless otherwise noted.

✳ For a list of states with which New Jersey has certification reciprocity see Resource M on page 78.

✳ To see which undergraduate majors match each undergraduate certification option, see page 14.

State Performance Assessment Requirement for Certification

Effective fall 2017 all candidates seeking initial teaching certification in New Jersey will be required to complete the edTPA in order to become certified. The edTPA is a performance-based assessment that asks candidates to demonstrate their understanding of how to plan for instruction, implement instruction, and assess instruction. This is a State requirement, not a University requirement, and as such it will be the candidate's responsibility to submit a qualifying assessment portfolio. Students will not need to pass the edTPA to graduate. The faculty and staff of the Teacher Education Program will provide support to students in the form of workshops and peer support groups. Relevant courses in the Program will also provide tools to help students successfully prepare for the assessment.

- In fall 2017 and spring 2018, teacher interns must submit the assessment and receive a score in order to become certified but there will be no passing score.
- In fall 2018 and beyond, teacher interns must achieve a passing score as set by the State of New Jersey (TBD) in order to become certified.

Effective fall 2017, teacher interns must submit an edTPA portfolio and receive a score in order to receive a grade in Clinical Practice II.

Obtaining Additional Teaching Endorsements (Certification)

The University recommends candidates who have completed all the requirements for the certification program(s) they have successfully completed at MSU to the NJ Department of Education (NJDOE). Candidates seeking additional endorsements (the technical term for additional certification) apply directly to the NJDOE on their own by going to https://www6.state.nj.us/DOE_TCIS_ONLINEED/login.jsp. To apply you will register online, have Praxis scores for the additional certification area sent directly to the State from ETS, and mail the following to the State:

- a. transcripts (2 year college not needed if courses appear on 4-year transcript)
- b. payment (amount indicated in online app system)
- c. Verification of Program Completion form, located at <http://www.nj.gov/education/educators/license/forms.htm> . This form can be completed by MSU after your transcript is finalized (6/1 for May grads, 2/1 for January grads).

Things to know about applying for additional endorsements/certification:

1. Be sure you take and pass any required Praxis Subject Assessments for the additional endorsement at least 6 weeks **before** applying – if you apply before scores are reported, the state will tell you that your application is incomplete.
2. You may apply for more than one additional endorsement at a time. E.g., if you hold a CEAS in P-12 English and wish to receive the middle school social studies endorsement, you may apply for your CEAS in elementary education **and** in middle school social studies at the same time.
3. Additional endorsements are granted at the same level as the highest level of certification you have. If you have a CEAS in English and apply for elementary, you will be issued a CEAS in elementary. However, if you have a standard license in English and then apply for elementary, you will receive a standard elementary endorsement.
4. After you complete your Provisional Teaching Year and apply for a standard certification in the area in which you taught (which could be your original CEAS certification area or the subsequent one you applied for on your own), you may apply for standard certification in the other areas for which you are eligible. For example, if you have a CEAS in P-12 Spanish and French and you teach high school Spanish during your Provisional (first) year, you may apply for Standard certificates in both P-12 Spanish and French at the end of the year.

Adding on Middle School Certification

Middle school certification is available in the areas below. MSU offers middle school certification programs at the graduate level in math, language arts and science. If applying on your own, note that the only pedagogy course required for middle school certification is a course in adolescent development.

For **Language Arts**: 15 credits in ENGL, ENFL, ENGR, ENLT and READ courses (100 level or higher, College Writing I and II count) and the appropriate Praxis Subject Assessment are required.

For **Math**: 15 credits in courses with MATH prefix (100 level or higher). One exception: one statistics class from another department (e.g., economics) can be used. The appropriate Praxis Subject Assessment in mathematics is also required.

For **Science**: 15 credits in physics, chemistry, biology, earth science and/or geoscience (100 level and above) qualify. The middle school Science Praxis Subject Assessment is required unless the candidate has taken an appropriate P-12 science Praxis Subject Assessment. P-12 candidates in earth science, physics, physical science, chemistry, and biology are certified to teach any middle school science course through 8th grade through their P-12 cert, NO additional certification is necessary.

For **Social Studies**: 15 credits in history, anthropology, economics, sociology, geography, and/or political science (100 level and above) and the appropriate Praxis Subject Assessments are required.

Adding on World Languages Certification

For World Languages certification, you need:

- 15 credits (100 level or higher) in the language for middle grades certification, or 30 credits (100 level or higher for 18 credits, 300 level or higher for 12 credits) in courses taught in the language.
- A passing score on the P-12 Praxis Subject Assessment if one exists, and an advanced-low rating on the Oral Proficiency Interview (OPI).
- A 3-credit course in second language acquisition within your first year of teaching if you have not already taken such a course.

Note that **Advanced high school work** for which you were given credit and **AP credits** et al that were used to waive college coursework requirements can be used toward certification if they appear on a 4-year transcript.

P-3 and K-6 Elementary Education Candidates Who Wish to Teach World Languages

If you hold a P-3 or K-6 certification, technically you can teach a world language FULL TIME (or any part thereof) in your respective grade levels of certification without acquiring any additional certification.

What you need to do to be eligible is:

1. Pass the P-12 or middle school Praxis Subject Assessment in that language AND
2. Pass the Oral Proficiency Interview (OPI) test in that language (advanced low rating) AND
3. Take a university class on second-language learning and methodology within one year of being hired for a world languages position (i.e., you can be hired and start teaching, then sign up for the class).

Becoming Certified in Another State

New Jersey has reciprocity with most other states in the country – see Resource M on page 78 for details. To get started on becoming certified outside NJ, first follow these steps:

1. Determine what reciprocity agreement exists between that state and NJ.
2. Contact that state's education department to determine what additional requirements exist above and beyond demonstrating that you have completed an approved teacher education program. In particular, it's important to know what tests are required and if the edTPA or other performance assessment is required.
3. Find out if that state requires a program verification form of some kind that must be completed by MSU. If so, mail or bring the form to Pat Gagnon in the Center of Pedagogy, UN 1180, with a self-addressed stamped envelope. Ms. Gagnon can be reached at gagnonp@mail.montclair.edu.

Still have questions about certification?

Contact Caroline Murray, Assistant Director of the Center of Pedagogy at murrayc@mail.montclair.edu or 973-655-7802.

THE CLINICAL PRACTICE SEMESTERS: A CLOSER LOOK

All students in the Teacher Education Program take Clinical Practice I and Clinical Practice II, aka the clinical internships, in the last two semesters of their program. Since these courses are centered on collaboration with partner school districts, enrollment and progress in these courses look very different from other courses taken at MSU. The information below applies to all undergraduate programs and graduate P-3 and K-6 programs. Graduate subject area candidates should consult with the SASE Department for clinical practice details. For additional information, see the CoP Canvas site.



In the semester *prior* to taking Clinical Practice I, students must submit an online Clinical internship Application located at taurus.montclair.edu. Students cannot enroll in these courses until the Office of Clinical Internships has received/processed their applications. A mandatory information session for applicants is held each October and February.

Application forms are due to the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. This includes students who apply then end up postponing, or who complete Clinical I then postpone Clinical II. It takes considerable time to place students in the schools; late applications cannot be accepted. Placements are made in MSUNER schools (see Resource A for MSUNER information). When feasible, cohorts of students are placed in a school.

FREQUENTLY ASKED QUESTIONS

The process of assigning students for clinical internships is complex. We must take into account the needs of MSU students individually and collectively; our partner school districts; and most importantly, the public school children who we serve directly during clinical internships and indirectly when our graduates assume their own classrooms. This FAQ is designed to make the clinical internships assignment process as transparent as possible so that students, faculty, staff, and school personnel are on the same page about how assignments are made. While there will always be exceptions, we believe that the integrity of our clinical internships program lies in adhering to these well thought out rules/policies/procedures. The answers below refer to both clinical practice semesters unless otherwise indicated.

In what school district might I do my clinical internships?

MSU hosts the Montclair State University Network for Educational Renewal. We work in partnership with districts that are committed not only to excellent teacher preparation but to improving their current faculty's teaching. Specific districts in the Network are where MSU students do their clinical internships. Current member districts are listed on the inside cover of this Handbook and on page 62. To learn more about the Network, visit www.msuner.org.

I don't live near a Network district. Can I do my Clinical II in another district?

We are excited to see more and more students come to MSU from far distances, and it is our goal to serve as many students from across the state and beyond as we can. However, part of what has created the reputation that MSU holds as a premier institution for teacher preparation is its partnerships with Network districts. Students are therefore required to complete their clinical internships in a Network district.

How do you determine what district I will be assigned to?

Several factors determine your district assignment, the most common being your subject area/grade level and where you live. Proximity to the district from your current address is taken into account whenever possible – this is why it is imperative that you ensure that we have your correct address information. However, it is important to note that proximity to your home is not guaranteed and that you should be prepared to teach in any MSUNER district.

Can I request a specific district?

We cannot honor requests for specific districts. It would simply not be possible for us to handle the volume of requests we would receive or to ascertain in an equitable manner whose requests hold more weight. We guarantee that you will be assigned within a 30-mile radius of the MSU campus, but no further guarantees can be made.

Can I complete clinical internships in a school where I have served as a substitute teacher?

No. This is a potential conflict of interest that can present unforeseen challenges to the student.

When do you start making requests for assignments?

Assignment requests for the spring are sent out in October; fall assignment requests are sent out in March.

Can I help find my own assignment?

For the common good of all parties involved, we ask students and faculty to refrain from independently seeking field experience assignments. It may seem counter-intuitive to discourage you from accessing resources or being proactive in finding an assignment, but the process truly works most effectively when coordinated strictly between the designated district personnel and the Office of Clinical Internships. This is a case where we must balance the needs of one student with the needs of all our students and the districts with which we partner.

What if a district does not accept an assignment request?

This happens at times for various reasons, most commonly because of lack of availability of a suitable cooperating teacher. When an assignment request is rejected, usually another request is made within 24 hours. Please be advised that you are guaranteed a placement regardless of whether or not you are rejected from a particular district.

When will I find out my assignment?

Assignments are finalized on a rolling basis, so notification is done on a rolling basis as well. For the spring semester, placements are finalized between October and February. For the fall semester, placements are finalized sometime between March and October. Also, it is important to note that one of the realities of the assignment process is that there is no correlation between the date when you turned in your application and the date when you receive your assignment, particularly due to the possibility that a first request may come back denied.

How will I be informed of my assignment?

As soon as an assignment is confirmed in writing by the district, the Office of Clinical Internships sends you a copy of the form along with general information about the upcoming field experience. The form includes the name of the contact person in the district, such as a district administrator, school principal, school coordinator, or the cooperating teacher.

Will I be assigned to the same cooperating teacher for both clinical semesters?

Whenever possible, students remain with the same cooperating teacher for both semesters. During Clinical Practice I the Office of Clinical Internships sends a request to the district for you to be assigned to the same cooperating teacher. If the request cannot be met a new request will be issued.

What if I choose to withdraw from the clinical internship or am removed by the school?

If you leave a placement voluntarily or at the school's request, there is no guarantee that you will be provided with an alternate placement for the same semester. If asked to leave the school for any reason, the Center of Pedagogy will conduct a review to determine if and when you will be ready to re-do the clinical internship.

I am already teaching full-time. Do I still have to do clinical internships?

Yes, but if you are a full-time teacher with primary responsibility for a classroom and have been in your position for one year by the start of Clinical II, you may qualify for In-Service Clinical internships. See Resource K for details.

If I'm in a dual certification program, how does that affect my clinical internships?

Dual certification students must have Clinical II experience for each certification area during the Clinical Practice II semester. In some cases Clinical II includes rotations in two distinct placements, one for each certification area. In other cases Clinical II is done in one location where classes can be taught in both certification areas during the school day. Students who are considering applying for In-Service clinical internships should note that In-Service status can only be granted if the teaching position includes both certification areas.

What if I need to take off a semester before I complete Clinical Practice II?

We assume you plan to move on directly to Clinical II so if that is not the case for any reason, you must:

1. Complete a Clinical internship Postponement form as soon as you are aware of your change of plans (available on the Center of Pedagogy Canvas site and taurus.montclair.edu).
2. Complete a Clinical internship Re-Application form in September (Oct. 1 deadline) to do spring Clinical II or in February (March 1 deadline) to do fall Clinical II.

Be prepared for the time commitment of the Clinical II semester!

Clinical II is essentially a full-time "job." Teacher interns are required to attend their assigned placement every day for at least the same hours that contracted teachers are required to be at the school (including time before students arrive and after they leave) – approx. a 7 hour day. Students are not exempt from attendance for MSU-related events, job interviews, employment, family obligations, etc. Three absences permitted for illness or religious observation. Additional time commitments students should take into account include back-to-school nights, staff meetings, board meetings, parent/teacher conferences, check-ins with the cooperating teacher, and lesson planning.

GUIDELINES: Subject Area Clinical Practice I

OVERVIEW

The primary objective of this clinical internship experience is to provide you with concrete, hands-on opportunities to prepare for Clinical II in the following semester. Ideally, Clinical II will take place under the mentorship of the same cooperating teacher, though this does not always occur. During Clinical Practice I you should become acquainted with the cooperating teacher's full range of responsibilities and style of teaching, the school's operating procedures and culture, and the pupils with whom you will be working. Although purposeful observation is important, the great majority of time spent in the school should involve active participation in the class/school and direct interactions with pupils.

How should time be allocated?

During the 17-18 academic year, teacher interns are required to complete at least 120 hours in the placement. In order to ensure that students gain a broad base of knowledge and experiences in preparation for Clinical II, the following guidelines should be followed for the 120-hour experience. All times are approximations, designed to give you a sense of scope and emphasis.

Observing instruction/shadowing cooperating teacher	15-20 hours
Discussing curriculum and instruction	10-15 hours
Teaching/tutoring students	40-50 hours
Interviewing Staff and students	5-10 hours
Performing other teacher-related activities	10-15 hours
Observing other teachers/classes	10-15 hours

Students typically should be ready to teach a complete lesson by the 30-hour mark. You should teach a "mini unit" of 2-3 connected lessons by the end of the 120-hour experience.

Scheduling Visits

The intern and cooperating teacher should work together to develop a schedule of visits that meets both of their needs and expectations. It is the intern's responsibility to notify the cooperating teacher in advance should he/she need to reschedule a visit. Since Clinical I is taken concurrently with the Teaching for Learning I course, which is designed to guide students through their internship, hours should be spread out over the semester so that the intern can complete ongoing assignments at his/her school placement. No more than 18 hours should be completed in any given week, and visits should occur on a weekly basis.

Assessment

At the end of Clinical Practice I, the cooperating teacher will complete the online Subject Area Clinical Practice I Evaluation Form (see the following pages). The Teaching for Learning I instructor assigns a grade for Clinical Practice I primarily based on this evaluation Form. If there is a significant discrepancy between performance in the internship and in the Teaching for Learning I course, the instructor should consult with the cooperating teacher before assigning a grade for Clinical Practice I. This assessment is used not only to provide the intern with a grade for Clinical I, but also to determine the intern's readiness for Clinical Practice II. Therefore the cooperating teacher plays a critical role in the assessment process and should carefully consider each of the assessment items. In addition, the Teaching for Learning I instructor will observe the intern one time during the semester. Interns cannot receive a grade for Clinical Practice I and will not be permitted to proceed to Clinical Practice II until the Clinical I Evaluation Form is received.

Based upon successful completion of Clinical I, interns are typically assigned to the same school for Clinical II. This structure provides them with a deeper connection to a school and a richer understanding of school and classroom dynamics. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting an intern for Clinical I does not obligate the district to accept him/her for Clinical II.

Where should questions be addressed?

Undergraduate students: Ms. Scotta Frye, Program Specialist, at 973-655-7635 or at fryesc@mail.montclair.edu.
Graduate students: The Department of Secondary and Special Education (SASE) at 973-655-5187.

SUBJECT AREA CLINICAL PRACTICE I EVALUATION FORM: SCORING RUBRIC (SASE 450, SASE 527)

(01/15/05)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations	
	(1)	(2)	(3)	(4)	(5)	
1. Personal Qualities						
1.a. <i>General appearance</i>	Candidate’s appearance (e.g., clothing, grooming) is often inappropriate for working in a school environment.		Candidate’s appearance (e.g., clothing, grooming) is generally appropriate for working in a school environment.		Candidate’s appearance (e.g., clothing, grooming) is consistently appropriately for working in a school environment. He/she exemplifies a professional demeanor.	
1.b. <i>Enthusiasm, spirit of cooperation (MSU Standard 25)</i>	Candidate approaches field experience as if “just going through the motions,” demonstrating little enthusiasm and/or little or no spirit of working cooperatively.		Candidate displays enthusiasm for the field experience and is generally open to working cooperatively.		Candidate exhibits great enthusiasm for experience, approaching each day with a genuine desire to learn about the workings of a school. He/she enjoys working cooperatively and does so very well.	
1c. <i>Self-direction, initiative, flexibility</i>	Candidate is overly dependent on the cooperating teacher when performing tasks. He/she often exhibits an inflexible attitude.		Candidate generally takes initiative to perform relevant tasks. He/she typically exhibits a flexible attitude.		Candidate volunteers to perform tasks and takes the initiative to see them through to completion. He/she always exhibits a flexible attitude.	
1.d. <i>Communication (articulation, language, voice quality, written expression) (MSU Standard 4)</i>	Candidate has poor verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing includes substantial grammatical errors.		Candidate has acceptable verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing is grammatically correct.		Candidate has exceptional verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. He/she has exceptional written communication skills. The writing is grammatically correct.	
2. Professionalism						
2a. <i>Reflection on teaching and learning process. (MSU Standard 29)</i>	Candidate cannot accurately identify strengths and weaknesses of lesson(s) taught.		Candidate identifies strengths and weaknesses of lesson(s) taught and describes in general terms how such lesson(s) could be improved for the future.		Candidate identifies in detail strengths and weaknesses of lesson(s) taught and describes in very specific terms how such lesson(s) could be improved in the future.	
2.b. <i>Possesses interpersonal skills (MSU Standard 26)</i>	Candidate communicates rarely if ever with teachers, administrators, other school personnel, students’ families, and/or community members to support student learning and well-being.		Candidate seeks to communicate with others (e.g., teachers, administrators, other school personnel, students’ families, and community members) to support student learning and well-being.		Candidate actively seeks out resources and communicates regularly with teachers and other school personnel to support student learning and well-being.	
2c. <i>Accepts suggestions, criticism (MSU Standard 29)</i>	Candidate has considerable difficulties accepting constructive criticism and generally becomes defensive about suggestions that would improve his/her teaching skills.		Candidate is open to accepting constructive suggestions and criticisms, and makes adjustments accordingly.		Candidate actively seeks suggestions and constructive criticism and employs new ideas after reflecting and deciding what will work for him/her.	
2d. <i>Meets responsibilities (attendance, observations, professional obligations) (MSU Standard 30)</i>	Candidate needs to be constantly reminded to perform tasks related to the field experience OR performs responsibilities in an unsatisfactory manner. He/she fails to recognize the importance of being timely with professional obligations.		Candidate meets all responsibilities related to the field experience.		Candidate not only meets all responsibilities related to the field experience, but also volunteers to assist with many other aspects of the cooperating teacher’s job. He/she is exceptionally attentive to being timely with all obligations.	

Criteria	Does not meet expectations		Meets expectations		Exceeds expectation
	(1)	(2)	(3)	(4)	(5)
2.e. <i>Commitment to teaching (MSU Standard 31)</i>	Candidate appears unsure that teaching is the correct career choice. There is little or no evidence that he/she is sincerely dedicated to becoming a teacher. He/she appears not to make this field experience of primary importance		Candidate seems satisfied that teaching is his/her career choice and appears to be dedicated to becoming a teacher. He/she appears to make this field experience of primary importance.		Candidate seems convinced that teaching is the best possible career choice. He/she communicates a strong dedication and commitment to becoming a teacher. It is obvious that this field experience takes precedence over all outside experiences.
3. Teaching/Tutoring					
3a. <i>Knowledge of subject matter (MSU Standards 1, 2, 3)</i>	Candidate lacks subject matter knowledge. He/she makes important content errors or demonstrates an uneven understanding of key disciplinary concepts.		Candidate shows an adequate understanding of the subject matter. For the most part, he/she demonstrates an understanding of key disciplinary concepts.		Candidate shows an in-depth understanding of the subject matter. He/she demonstrates a thorough understanding of key disciplinary concepts
3b. <i>Organization of subject matter for student learning (MSU Standards 1, 5, 6, 7, 8, 9, 10)</i>	Candidate is unable to explain how his/her lesson(s) relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.		Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.		Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.
3c. <i>Planning instruction (MSU Standard 8)</i>	Lesson plan(s) lack(s) clear and meaningful learning goals/objectives or those included are inappropriate for the students. Planned activities do not advance the identified learning goals/objectives, fail to take into account students' prior knowledge and experiences, and/or do not allow an appropriate amount of time. The lesson(s) has/have organizational problems that make it/them difficult to implement.		Lesson plan(s) include(s) mostly clear and meaningful learning goals/objectives that are appropriate for the students. Planned activities advance most of the identified learning goals/objectives, take into account students' prior knowledge and experiences, and generally allow for an appropriate amount of time. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.		Lesson plan(s) include(s) clear and meaningful learning goals/objectives that are appropriate for the students. Candidate provides a well thought out explanation of why the identified goal/objectives are appropriate for the students. Planned activities advance all of the identified learning goals/objectives and take into account students' prior knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. The lesson is well organized and well paced from introductory to closing activities.
3d. <i>Stimulating critical thinking (MSU Standards 12, 19)</i>	Candidate does not encourage students to think critically, independently, or creatively in the context of the content being studied OR discourages them from doing so.		Candidate encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.		Candidate encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

3e. <i>Managing class environment (MSU Standards 21, 22)</i>	Candidate makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Overall, the candidate does not hold students accountable for their behavior and/or permits the physical environment to be unsafe or to interfere with student learning.	Candidate generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior. Candidate creates a physical environment that is safe and does not interfere w. learning.	Candidate responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are consistently held accountable for their behavior. Candidate creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.
4. Dispositions toward students			
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
	(1) (2)	(3) (4)	(5)
4a. <i>Belief in the educability of all children (MSU Standard 28)</i>	Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.	Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.	Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.
4b. <i>Respect for individual and cultural differences (MSU Standards 6, 14)</i>	Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.	Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.	Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.
4c. <i>Belief that all students bring talents and strengths to learning (MSU Standards 6, 28)</i>	Candidate does not seem to see the talent and strength that each child brings to learning. Instead, he/she focuses on what the students' lack.	Candidate generally sees the talents and strengths each child brings to learning. He/she attempts to build on these talents and strengths in teaching.	Candidate consistently sees the talents and strengths each child brings to learning. He/she effectively builds on these talents and strengths in teaching.
4d. <i>Attitude that students' strengths are basis for growth and errors are opportunities for learning (MSU Standards 6, 28)</i>	Candidate does not use students' errors as opportunities for learning and generally overlooks or ignores their strengths	Candidate tends to use students' strengths to further learning and views errors as possible learning opportunities.	Candidate consistently uses students' strengths to enrich learning and capitalizes on errors as important learning opportunities.



SUBJECT AREA CLINICAL PRACTICE I EVALUATION FORM

Teacher Intern Name: _____ Semester: Fall ____ Spring ____

District: _____ School: _____ Year: _____

Dear Cooperating Teacher,

Since this course is a prelude to Clinical Practice II (Clinical II), an informed assessment of the intern's performance in Clinical Practice I will be helpful to the intern, the course instructor, and the Center of Pedagogy Office of Clinical Internships. Please complete this form and discuss it with your intern. Then have the intern return it to his/her course instructor upon completion of classroom visits. In addition, if you answer "no" for question 5 or 6, please contact the Center of Pedagogy at 973-655-7802.

For each item below, please circle the appropriate rating using the following scale and the attached rubric.

1 unsatisfactory	2 needs improvement	3 acceptable	4 good	5 outstanding
------------------	---------------------	--------------	--------	---------------

1. Personal Qualities:

- | | | | | | |
|--|---|---|---|---|---|
| a. General appearance | 1 | 2 | 3 | 4 | 5 |
| b. Enthusiasm, spirit of cooperation | 1 | 2 | 3 | 4 | 5 |
| c. Self-direction, initiative, flexibility | 1 | 2 | 3 | 4 | 5 |
| d. Communication (articulation, language, voice quality, written expression) | 1 | 2 | 3 | 4 | 5 |

2. Professionalism:

- | | | | | | |
|--|---|---|---|---|---|
| a. Reflects on teaching/learning process | 1 | 2 | 3 | 4 | 5 |
| b. Possesses interpersonal skills | 1 | 2 | 3 | 4 | 5 |
| c. Accepts suggestions, criticism | 1 | 2 | 3 | 4 | 5 |
| d. Meets responsibilities (attendance, meetings, observations, professional obligations) | 1 | 2 | 3 | 4 | 5 |
| e. Is committed to teaching | 1 | 2 | 3 | 4 | 5 |

3. Teaching/Tutoring

- | | | | | | |
|--|---|---|---|---|---|
| a. Knowledge of subject matter | 1 | 2 | 3 | 4 | 5 |
| b. Organization of subject matter for student learning | 1 | 2 | 3 | 4 | 5 |
| c. Planning instruction | 1 | 2 | 3 | 4 | 5 |
| d. Stimulating critical thinking | 1 | 2 | 3 | 4 | 5 |
| e. Managing class environment | 1 | 2 | 3 | 4 | 5 |

4. Dispositions Toward Students:

- | | | | | | |
|---|---|---|---|---|---|
| a. Belief in the educability of all students | 1 | 2 | 3 | 4 | 5 |
| b. Respect for individual and cultural differences | 1 | 2 | 3 | 4 | 5 |
| c. Belief that all students bring talents and strengths to learning | 1 | 2 | 3 | 4 | 5 |
| d. Attitude that students' strengths are basis for growth and errors are opportunities for learning | 1 | 2 | 3 | 4 | 5 |

5. Did the intern spend the required 120 hours in the field? ____ Yes ____ No (If no, please contact us.)

6. Does this intern have personal and professional qualities that indicate his/her readiness for the Clinical II semester (Clinical Practice II)? ____ Yes ____ No (If no, please contact us.)

Cooperating Teacher: _____ Signature: _____

GUIDELINES: P-3/K-6 CLINICAL PRACTICE I

Overview of Clinical Experience I

The primary objective of the Clinical Practice I is for the **early childhood/elementary certification intern** to begin to become familiarized with the full range of responsibilities held by a public school classroom teacher. This is achieved by spending a minimum of 175 hours in a classroom with a designated cooperating teacher while taking a corresponding course (Seminar I). By the end of the 175 hours, the intern should have a clear understanding of the daily routines of the cooperating teacher both inside and outside the classroom, a good sense of the school as a community, and the roles of other professionals in the school. This understanding should be based on hands-on participation in the classroom as well as on observation and inquiry. The focus of the accompanying Seminar I is on organizing the classroom for student learning. Discussion and reflection during the seminar will maximize the intern's classroom experience. In addition, the clinical internship should help the intern gain an understanding of the operation of the school as a whole. Last but certainly not least, the intern should observe and work with P-12 students in order to gain insight into pupil behavior. Ultimately, Clinical Practice I should help prepare the intern to become a successful teacher intern in that same classroom in the subsequent semester.

The Structure of Time Spent at the School

It is incumbent on the intern to make initial contact with his/her school and cooperating teacher. This should occur within a week of receiving placement notification from the Center of Pedagogy Office of Clinical Internships. Ideally, the intern and cooperating teacher will meet prior to the start of the semester to plan out a schedule for the semester. If this is not possible, then a phone conversation should take place instead. Interns must be in the school two full days each week and must spend a minimum of 175 hours total in the school over a minimum of 12 weeks. Interns are required to spend the majority of their in-school time in their home classroom and a portion of their time with other professionals in the school. Twelve hours will be spent at another grade level and 12 hours will be spent with a school professional, such as the Resource Room teacher, ESL teacher, etc. Once a schedule has been established, the intern is expected to adhere to the agreed upon schedule and should notify the cooperating teacher of any emergency that will prevent him/her from fulfilling his/her obligations.

Assessment/Preparing for Clinical Practice II (Clinical II)

Based upon successful completion of Clinical Practice I, interns are typically assigned to the same school for Clinical Practice II (Clinical II). This structure provides them with a deeper connection to a school and a richer understanding of school and classroom dynamics. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting an intern for Clinical Practice I does not obligate the district to accept him/her for Clinical Practice II.

At the end of Clinical Practice I, the cooperating teacher will complete an online Assessment of Student Performance form, as shown on the next page. The Seminar I instructor assigns a grade for Clinical I primarily based on the Assessment of Student Performance form and completed Clinical I timeline, which is provided to interns at the start of the course. If there is any discrepancy between the intern's Seminar I grade and the Clinical I grade, the Seminar instructor will consult with the cooperating teacher before assigning a grade. Interns cannot receive a grade for Clinical Practice I and will not be permitted to proceed to Clinical Practice II until the Assessment of Student Performance form is received.

P-3/K-6 CLINICAL PRACTICE I

Rubric: Assessment of Student Performance (ECEL 412/410, 413/411, 502/510)

Notes in bold and italics indicate that criteria align with MSU's Portrait of a Teacher / Standards for Teacher Candidates.

1. PROFESSIONALISM				
Criteria	Does not meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	
1a. Maintains a professional appearance.	Demonstrates little sense of professional demeanor in a school setting (skirts too short, hair in face)	Daily dress and appearance are appropriate to school setting.	Dress and appearance heighten one's professional demeanor. One's physical appearance matches the tasks to be done.	
1b. Displays enthusiasm, full engagement, spirit of cooperation. <i>MSU Standard 25</i>	Demonstrates little affect and energy during interactions with children and adults. Difficulty cooperating with colleagues due to shyness or disinterest.	Generally enthusiastic regardless of the nature of the task. Receptive to others' suggestions. Works easily with other adults.	Enthusiastic and fully engages with all dimensions of the classroom. Builds on others' suggestions. Works easily with other adults and adapts to different working styles.	
1c. Demonstrates self-direction, initiative, and flexibility	Requires guidance to take initiative. Does not seek out information and fails to question observations. Unable to change course easily, adjust to others' needs.	Seeks out information, questions classroom procedures, offers new ideas, and takes initiative to follow through on them without direction. Adjusts to needs of children and other adults.	Thoughtfully seeks out needed information, asks probing questions , initiates new ideas in a timely manner, and intuitively adjusts to the needs of children and other adults.	
1d. Utilizes effective communication skills (articulation, word use, voice quality, listening, written expression). <i>MSU Standard 4</i>	Uses inappropriate grammar, mispronounces or misuses words (written or spoken). Speaks too softly or too loudly, doesn't use voice as an instrument, etc. Difficulty listening to or interpreting others' communications.	Usually displays effective and appropriate communication skills in speaking, listening, and/or writing. May struggle with grammar when writing extemporaneously or not listen carefully to others.	Articulation, word use, pronunciation, grammar, and expression are models of spoken and written language . Uses voice as a tool, and listens thoughtfully to others.	
1e. Demonstrates responsive and caring relationships with children and adults. <i>MSU Standards 6, 28</i>	Demonstrates limited responsive and caring gestures toward children and/or adults. Seems detached from others.	Demonstrates warm, caring gestures toward children and adults. Body language, as well as words, show caring disposition. Responsive to the needs of children and adults.	Seeks out opportunities to develop and nurture caring relationships with children and adults. Thoughtfully and consistently responsive to the needs of children and adults.	
2. PREPARATION FOR TEACHING				
Criteria	Does not meet Expectations (1)	Meets Expectations (3)	Exceeds Expectations (5)	
2a. Demonstrates initiative to become a member of the school community. <i>MSU Standards 25, 26</i>	Remains within a 'safe' zone of comfort. Few efforts are made to reach out to other school members beyond the classroom.	Seeks opportunities to become member of the school community (i.e. interacts with office personnel, attends school functions, engages with others at faculty meetings, etc).	Actively seeks out and finds varied opportunities to become a member of the school community. Builds relationships with a range of community members , including teachers, parents, specialists, children, principal, etc.	
2b. Reviews and becomes familiar with school and classroom materials and procedures. <i>MSU Standard 30</i>	Little time devoted to investigating materials pertaining to curriculum and school policy.	Seeks out materials to review pertaining to curriculum and school policy. Examines curriculum guides, teacher materials, supply closets, policy manual and PTA handbook.	Examines, investigates, and questions materials pertaining to curriculum and school policy. Engages school members in dialogue about existing policies and procedures.	

3. INTERACTIONS WITH STUDENTS			
Criteria	Does not meet Expectations (1) (2)	Meets Expectations (3) (4)	Exceeds Expectations (5)
3a. Takes initiative and engages with individuals and small groups of children MSU Standard 21	Observes individual and small groups, but has difficulty interacting with them. Requires direction before engaging with groups of students.	Actively assists students; answers questions, stimulates conversations, reads stories, guides discussions, manages group behaviors.	Engages with students in all types of academic and social situations. Intervenes in difficult interactions to facilitate resolution.
3b. Respects individual and cultural differences. MSU Standards 6, 7, 14	Little evidence that student seeks out information to support varied cultures and learning styles within the classroom and the school	Demonstrates knowledge of different cultures and learning styles. Interactions with students and colleagues are respectful.	Uses knowledge and awareness of different cultures and learning styles to enhance each child's experience in the classroom and the school.
3c. Interactions with students informed by understanding of child development and developmentally appropriate practice. MSU Standards 5, 7, 8, 15	Interactions with children do not reflect an understanding of development. E.g., expects five year olds to sit and listen for 45 minutes, four year olds to 'know' the alphabet, 10 year olds to keep their hands still.	Plans activities that are developmentally appropriate in terms of timing, pacing, subject matter, and connection to children's lives. Appropriately assists children in managing their behaviors. Demands on children are sensitive to developmental needs.	Uses knowledge of development and developmentally appropriate practices to enhance and stimulate children's learning. Thoughtfully strives to find the balance between developmental needs, motivation, and learning.
3d. Contributes to a classroom community that fosters respectful behaviors. MSU Standards 5, 6, 21, 24	Does not always model respectful behavior and fails to acknowledge those behaviors in students. May interact with a favorite student most of the time; responds inappropriately to a child's loss of control.	Demonstrates respect through a deep knowledge of each student, models behaviors based on fairness and caring, and acknowledges and encourages respectful behavior by students.	Uses knowledge of each child to reflect a deep respect for child's strengths, background, language, etc. Manages classroom behaviors so that all students feel valued and value each other. Confronts and dissipates disrespectful behavior.
4. TEACHING FOR STUDENT LEARNING			
Criteria	Does not meet Expectations (1) (2)	Meets Expectations (3) (4)	Exceeds Expectations (5)
4a. Reflects on teaching/learning process with the cooperating teacher. MSU Standard 29	Spends limited time engaging in conversations with CT regarding lessons, instructional strategies, or pedagogy as they relate to students.	Engages in conversation; asks questions, attempts to clarify what has been successful and effective. There is some evidence that reflection on one lesson is used to plan future lessons.	Engages in ongoing conversation with CT regarding children's learning, asks thoughtful and probing questions based on observed evidence , uses outcome of one lesson to develop the next. Articulates characteristics of the teaching/learning process.
4b. Plans and organizes lessons that use instructional time effectively. MSU Standard 8	Plans/organizes lessons that are too long/too short, poorly paced, or developmentally inappropriate for age level. (i.e. Kdg. – long lecture with no hands-on activities or movement).	Plans and organizes lessons and activities that effectively utilize allotted time. Materials are prepared in advance and easily accessible. Lesson is well paced and engages most students.	Utilizes time effectively, engages all children, materials are prepared and accessible, careful planning of physical space and needs, adjusts the lesson as necessary to respond to the needs of students.
4c. Effectively implements 2 lessons. MSU Standard 15	Unable to effectively implement 2 lessons – planning is not adequate, unable to manage group of children, subject or practice is not appropriate.	Implements 2 lessons that are well planned, well timed, appropriately paced. Both lessons engage most of the children and outcomes are positive.	Implements 2 lessons that have been thoughtfully planned to connect with and engage all children in the class. Instructional strategies, subject matter, and pedagogy are clearly suited to children

4d. Promotes critical thinking. MSU Standards 12, 19	Little evidence that critical thinking strategies are used. May be confusion about the definition of critical thinking.	Questions are posed that ask children to consider evidence and then make a judgment based on certain criteria.	Demonstrates a clear understanding of critical thinking and uses strategies that thoughtfully engage children in probing and expanding new ideas.
4e. Effective classroom management techniques. MSU Standard 21	Demonstrates some success in managing a group of children for short periods of time.	Demonstrates ability to use a range of strategies to manage classroom behaviors: individuals, small groups, and large groups.	Demonstrates a thoughtful and planful approach to classroom management over time. Able to manage a wide range of behaviors, including conflicts, using appropriate strategies.
5. DISPOSITIONS TOWARD STUDENTS			
Criteria	Does not meet Expectations	Meets Expectations	Exceeds Expectations
	(1) (2)	(3) (4)	(5)
5a. Belief in the educability of all children MSU Standard 28	Appears to 'give up' on certain children, becomes frustrated when a child does not learn quickly, 'blames' child's weaknesses on external sources.	Attempts to understand why some children are not learning and adapts strategies and activities to meet the needs of individual children.	Works to understand children's learning patterns and styles by collecting data and using it to develop appropriate learning experiences suited to a particular child.
5b. Belief that all children bring talents and strengths to learning. MSU Standard 28	Seems unable or unwilling to articulate the strengths of certain children.	Uses specific strategies to discover each child's strengths and talents. Acknowledges child's special skills.	Learns about each child's unique strengths by exposing them to a range of materials and types of activities. Finds ways to incorporate each child's special strengths into learning experiences in the classroom.
5c. Students' strengths are basis for growth and errors are opportunities for learning. MSU 3d, 12c, 12e	Becomes frustrated or annoyed when students make mistakes.	Encourages and supports children to 'see' their mistakes. Helps children to find better solutions. Acknowledges children's strengths.	Systematically observes and studies children's errors in order to understand how to assist child in finding other solutions. Builds on each child's strengths in order to enhance learning.

Bold type highlights indicators that distinguish 'exceeds expectations' category.



Department of Early Childhood, Elementary, and Literacy Education
P-3/K-6 Clinical Practice I

ASSESSMENT OF TEACHER INTERN PERFORMANCE FOR CLINICAL PRACTICE I

Intern name: _____ CWID: _____ Semester: Fall ____ Spring ____

District: _____ School: _____ Year: _____

Clinical I is the first of two (2) clinical practice semesters. This semester your early childhood/elementary education teacher intern will spend 12 or more hours a week in your school over a minimum of 14 weeks. The department proposes a format that allows an intern significant time in his/her primary classroom, at another grade level and with specialists in the school. ***Interns develop and enhance their skills when they receive clear and honest feedback from cooperating teachers.*** Please discuss your expectations for the criteria on this form with your Clinical I intern at the start of the Clinical I semester. At the end of the semester, please discuss your evaluation prior to submitting it online.

Please base ratings on the following scale and the *Assessment of Teacher Intern Performance* rubric. **A rating of 5 is reserved for extraordinary accomplishment.**

1 unsatisfactory	2 needs improvement	3 acceptable	4 good	5 outstanding	
1. Professionalism					
a. Maintains a professional appearance.	1	2	3	4	5
b. Displays enthusiasm, spirit of cooperation.	1	2	3	4	5
c. Demonstrates self-direction, initiative, flexibility.	1	2	3	4	5
d. Utilizes effective communication skills (articulation, language, voice quality, listening, written expression).	1	2	3	4	5
e. Demonstrates responsive and caring relationships with children and adults.	1	2	3	4	5
2. Preparation for Teaching					
a. Demonstrates initiative to become a member of the school community and to build relationships with school colleagues and families.	1	2	3	4	5
b. Reviews and becomes familiar with school and classroom materials and procedures.	1	2	3	4	5
3. Interactions with Students					
a. Takes initiative & engages in various activities with individual/small groups of children	1	2	3	4	5
b. Respects individual and cultural differences.	1	2	3	4	5
c. Interactions with students are informed by understanding of child development and developmentally appropriate practice.	1	2	3	4	5
d. Contributes to a classroom community that fosters respectful behaviors.	1	2	3	4	5
4. Teaching for Student Learning					
a. Reflects on teaching/learning process with cooperating teacher.	1	2	3	4	5
b. Plans and organizes lessons that use instructional time effectively.	1	2	3	4	5
c. Effectively implements a minimum of two lessons during the semester.	1	2	3	4	5
d. Promotes critical thinking.	1	2	3	4	5
e. Demonstrates effective classroom management techniques.	1	2	3	4	5
5. Dispositions Toward Students					
a. Believes in the educability of all students.	1	2	3	4	5
b. Believes that all students bring talents and strengths to learning.	1	2	3	4	5
c. Believes that students' strengths are basis for growth; errors are opportunities for learning.	1	2	3	4	5

6. Did the intern spend the required minimum 175 hours in the field? ____ Yes ____ No (If no, please contact us.)

7. Does this intern demonstrate personal and professional qualities that indicate his/her readiness for the Clinical II experience (Clinical Practice II)? ____ Yes ____ No (If no, please contact us.)

Cooperating Teacher: _____ Signature: _____ Date: _____

CLINICAL PRACTICE II OVERVIEW: THE PROFESSIONAL SEMESTER

Clinical Practice II is the full-time Clinical II semester. During this semester, the student engages in a number of professional activities as a full-time intern. The following pages provide detailed information regarding the what, when, and how of these activities. This section also provides an overview of the responsibilities of the cooperating teacher and the mentor.

The Roles, Responsibilities and Professional Activities of the Intern

Attendance

- Interns are required to attend their assigned placement every day for at least the same hours that contracted teachers are required to be at the school. This is typically 7 hours a day and includes time before students arrive and after students leave. Interns may not arrive late or leave early, regardless of teaching schedule (e.g., if cooperating teacher does not have a class last period, the teacher intern should use that time to help prepare for the next day or to visit other classrooms, etc.). Interns follow the placement school's calendar in terms of holidays, school breaks, etc. instead of the University calendar.
- Occasionally interns may need to stay late after school for meetings, or attend evening events related to the academic progress of the students in their classes, such as back-to-school nights.
- Interns are not exempt from attendance for any MSU-related event (e.g., sports activity, SGA event, job fair, etc.), employment, family obligations, etc. and must report any absence to the Center of Pedagogy in a timely manner. Up to 3 absences due to illness or religious observance are permitted.
- Interns are required to sign in and out each day at the placement school's front office. If the front office does not have a sign-in location for interns, it is the intern's responsibility to maintain a log in the classroom of arrival and departure times.

Teaching

- The intern should focus on planning, implementing, and evaluating instructional activities. Co-teaching is encouraged for all certification areas and grade levels to maximize the benefit of having both a seasoned teacher and teacher intern in the classroom. Rarely should one or the other be observing only.
- **Subject area certification interns** should take a leading role with the planning and teaching of approximately two classes by the end of the fourth week and three classes by the end of the sixth week. It is recommended that the total teaching load be 3 classes or approximately 3-4 hours per day depending on class lengths, and that the teacher intern be responsible for no more than two separate subject preparations. The subject area intern is expected to be in school full time every day regardless of the schedule of the cooperating teacher.
- **Early Childhood and Elementary interns** should follow the Clinical II Timeline in their Clinical II packets. P-3/K-6 interns are encouraged to take on as many teaching responsibilities as possible during and outside of class time. P-3/K-6 interns are expected to take leadership in planning, implementing, and assessing an integrated unit with the cooperating teacher and should take the lead on all teaching responsibilities for approximately two weeks. The P-3/K-6 intern is expected to be in school full time regardless of the schedule of the cooperating teacher.
- **Dual certification candidates (P-3, K-6 or subject area and Teacher of Students with Disabilities)** must have Clinical II experience in both certification areas. Ideally, interns work in inclusive settings; in some instances, students may have a rotation in two classrooms or schools.
- In addition to formal teaching, the intern may be called upon to help students with class work, homework, lab work, or remedial/ advanced work as requested by the cooperating teacher.

Lesson Plans

- Interns must submit plans to the cooperating teacher well in advance and engage in weekly planning sessions with the cooperating teacher to discuss short- and long-range teaching goals and objectives.
- Lesson plan formats may vary based on certification area, grade level, school/district requirements, and cooperating teacher expectations; however, all MSU interns are required to write details lessons for each lesson that they teach. Lesson plans should include objectives, goals, CCCS, materials, lesson steps, accommodations, and assessments.
- Interns should keep a hard copy or online log of all lessons/units taught that is accessible to mentors.

Observation

- A significant portion of non-teaching time during Clinical II should be spent observing the cooperating teacher, other teachers in the department (as well as in other departments), and other teacher interns. When possible, the intern should spend at least one period a day observing. The purpose of such observations is for the intern to become more familiar with the teaching behavior and activities in the following critical areas: planning, organization, and evaluation; teaching strategies; classroom management/control; teacher attitude toward children/subject matter; verbal and non-verbal interaction. Also, observations should be done in special areas (speech pathology, guidance, special education, student activities, etc.).

Clerical and Professional Activities

- Interns may be asked to file materials, type documents, record grades/assignments, make copies, and update records. Such clerical duties are part of the learning experience when assigned for reasonable time periods.
- Schools may assign interns to cafeteria, hall, or homeroom duty if accompanied by a certified teacher.
- Interns should expect to attend faculty meetings, parent conferences, and parent meetings and participate in various departmental functions and appropriate professional development that take place before, during, or after school hours.

Leadership & Initiative

- Interns should display enthusiasm and interest in the Clinical II experience as well as in their students. Such enthusiasm and commitment should be evident in the thorough and imaginative preparation for each class.
- Interns should come equipped with an adequate knowledge of basic subject matter, human growth and development, teaching techniques, and procedures.
- Interns should develop a pattern of personal and professional growth through constant and reflective self-appraisal and acceptance of constructive criticism.
- Interns should show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to themselves.
- Interns should complete all assignments required by cooperating teachers and mentors in a timely fashion. This includes careful study of the material in this Handbook, early conferencing with the mentor teacher prior to the start of the semester, preparation of plans, and other work basic to classroom teaching. Providing University mentors with complete schedules is a requirement. Informing them of changes in teaching schedules is essential.

Professional Growth

- The intern should show evidence, by the end of Clinical Practice II, of acceptable competence in such areas as teaching skills, classroom management, strategies of instruction, and interpersonal relations.
- The intern should continually relate the actual teaching experience to theories of child development and learning.
- The intern should display a professional and ethical attitude in terms of safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and observing basic rules of courtesy toward school administrators, teachers, pupils and community. This includes personal social media.
- The intern should comply with all school regulations to which regular teachers are expected to conform, including daily attendance and attendance at regular after school meetings of the school and teaching department.
- The intern should demonstrate patterns of conduct and dress that are in keeping with the accepted standards of the school community (e.g., no bare midriff, low-cut tops, baseball caps).

Cooperating Teacher Roles and Responsibilities

Since the cooperating teacher is the professional who models effective teaching daily, the University and the teacher intern rely on him/her to play the central role in the professional development of the intern while also serving as an observer, guide, and evaluator. The cooperating teacher is required to:

- Serve as the principal professional mentor and source of daily professional support for the intern. In this role, the cooperating teacher teaches more than evaluates, helps more than judges, and listens as well as guides.
- Orient the intern to school and classroom procedures and routines.
- Ensure that a certified teacher is in close classroom vicinity at all times, as per New Jersey state law. Interns may never be left alone with students, regardless of whether or not they hold a substitute license, nor may they be used as a substitute teacher/receive payment from the school during the Clinical II semester.
- Conduct formal observations based on specific lessons, each accompanied by pre- and post-observation conferences, and complete Progress Reports for each formal observation that help diagnose the professional needs of the intern. Three formal observations and Progress Reports are required for cooperating teachers who host a student for 100% of their experience; two formal observations and Progress Reports are required for cooperating teachers who host a student for 50% of their experience.
- Conduct weekly planning sessions and regular informal sessions to assess progress and project goals.
- Encourage the intern to develop self-direction in planning, understanding students, acquiring a variety of teaching techniques, utilizing a variety of instructional materials, and disciplinary practices.
- Conference with University mentors during their visits. At least two of these conferences (one with each mentor, if there is more than one) should include the intern and may be part of the mentor's pre or post-observation conference.
- Serve as a sounding board for reflection by the intern.
- Inform the Center of Pedagogy Office of Clinical Internships of any concerns about/on behalf of the intern in a timely manner. Early Childhood/Elementary teachers may also wish to contact the ECELE department.
- Submit a final evaluation, the Summarized Record of Clinical II, online at least one week prior to the end of the semester. This form is identical to the Progress Report, but in addition it requires a final letter grade.
- Co-teach. This is encouraged for ALL certification areas where appropriate and feasible. Cooperating teachers do not need to "give up" classes to interns. It is hoped that all mentor teachers will regard interns as professional colleagues. It is understood, however, that interns are principally responsible to, and subject to the direction of, their cooperating teacher since, according to the NJ Department of Education regulations, the cooperating teacher is ultimately the professional in charge.
- Complete an online survey at the end of the semester.
- Complete an online registration form (one time only, includes submission of W-9 paperwork) and honorarium form (for each student).

Mentor Roles and Responsibilities

The Center of Pedagogy Office of Clinical Internships designates 2 mentors for teacher interns in subject area certification programs – one who serves as a general education mentor and one who serves as a subject (content) mentor. The subject mentor is assigned by the intern's major department. Interns in Early Childhood or Elementary education have one mentor assigned by their department.

The mentor-teacher intern relationship should be mutually active and collaborative. Mentors serve as ambassadors for the University and as a key form of professional support for the intern. Mentors are required to:

- Attend all scheduled mentor check-in meetings at the University.
- Attend the Clinical II orientation to meet and greet assigned interns.
- Attend a mentoring workshop (at MSU or elsewhere) at least once every 3 years.
- Early Childhood/Elementary: Conduct 6 observations of the intern (2 informal, 4 formal).
Subject Areas: Conduct 3 observations of the intern.
All visits must be pre-arranged – surprise visits are not permitted – and must take place according to the schedule of observations provided each semester to ensure consistent, well-spaced observations from all parties.
- Conduct a pre-observation meeting before each official observation.
- Conduct a post-observation meeting after each official observation.
- Electronically submit a copy of each progress report within ONE WEEK of the observation.
- Be available to the intern by email and phone as reasonably needed throughout the semester.
- Facilitate at least one 3-way meeting with the cooperating and intern (at least 2 for Early Childhood/Elem).
- Verify that the intern is writing detailed, high-quality lesson plans for every lesson taught.
- Review the Progress Reports completed by the subject mentor (if applicable) and cooperating teacher(s).
- Inform the Center of Pedagogy Office of Clinical Internships of any concerns about/on behalf of the teacher intern in a timely manner. This includes attendance concerns.
- Submit the Summarized Record of Clinical II form online to the Office of Clinical Internships by the specified due date.
- Complete an online mentor survey at the end of the semester.
- Seek to insure that a positive relationship is developed between the intern and cooperating teacher. Where a conflict appears to be arising, the mentor should help the intern to find ways of resolving the problem and adjusting to the situation. The cooperating teacher and/or the intern should contact the education mentor, subject mentor, and the Center of Pedagogy Office of Clinical Internships when it becomes apparent that a significant problem is developing.

For interns who are in subject area certification programs, each mentor conducts a minimum of three observations at specific time intervals. The intern is thus observed formally a minimum of six times in all by mentors.

Early Childhood/Elementary interns each have one mentor who completes two informal and four formal observations. These observations occur every 2 to 3 weeks during the semester.

Pre- and post-observation conferences for all interns are held in conjunction with all formal observations. It is to each intern's advantage if observations capture him/her teaching different subject matter and interacting with pupils in different ways. Each observation should last approximately 45 minutes.

LEGAL ISSUES AND PROFESSIONAL ETHICS FOR CLINICAL INTERNSHIPS

Legal Protection of the Teacher intern

The teacher intern, during his/her Professional Semester, is legally protected by New Jersey Statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher:

18A:16-6. **Indemnity of officers and employees against action, proceeding; exceptions.** Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any teacher intern or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or Clinical II or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom.

L1967, c.271; amended 1977, c.2

Personal Property and Injury

Although incidents are rare, it is possible for a student to experience a loss of personal property and/or injury during a clinical experience or clinical internship. The University policy regarding coverage is the same for those students enrolled in clinical internships as it is for the campus community: personal property losses and personal injury are not covered under MSU's insurance policy. Therefore, we encourage students to take out additional insurance if your personal property is not covered by your own homeowner or car insurance or if you do not have health insurance that covers personal injuries.

School/District Procedures

The intern should ask the cooperating teacher to review the school's Teachers' Handbook. Becoming informed about the procedures regarding fire drills, emergencies, affirmative action, and reporting child and substance abuse is part of a teacher's job. The description of Clinical II in this manual is a guide for an intern while in the host school. However, in addition, s/he is expected to adhere to school policy and appropriate provisions in the Teachers' Handbook, as well as in the local teachers' contract. If unsure of how to react to a particular situation, the intern should contact the Center of Pedagogy Office of Clinical Internships immediately.

Professional Ethics

As a prospective teacher in a democratic society, the teacher intern has an ethical responsibility to the profession. As a representative of the Teacher Education Program, he/she is a reflection of Montclair State University. It is expected that the intern will conduct himself/herself ethically, upholding the standards of the profession. Likewise, he/she should be accorded the regard associated with being a professional. If there are questions related to professional ethics, the Office of Clinical Internships should be contacted.

Child Abuse

New Jersey law requires that "any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse" report this information to the State Central Registry. As an intern, you are considered to be a part of the "school personnel" and are liable for reporting suspected abuse to the appropriate authorities. Legally, it is not sufficient for you to simply tell a teacher or administrator and let them handle it. However, given your presumed inexperience with identifying the signs of possible abuse, the sensitive nature of your position as a guest in the school and the reality that each district has its own system for handling such matters, it is advisable to notify your cooperating teacher or a school administrator as soon as possible for advice and assistance. Any incident that you report or are determining how to handle should be reported to your Office of Clinical Internships placement specialist (call x4139) within 24 hours of occurrence.

Reportable Incidents

Any situation or incident where legal action is possible, and you are involved in or witness the action, should be reported to the Office of Clinical Internships within 24 hours of the occurrence. You may be asked to complete an Incident Report in order to provide the Center of Pedagogy with the information needed to determine what, if any action the Center of Pedagogy should take.

Work Actions

In the event of a teacher strike or other work action, teacher interns are advised by the university to remain neutral. Teacher interns should never cross a picket line. If it appears that a strike may be prolonged, efforts will be made to find a placement in another district.

Criminal History Review

New Jersey law requires that all public school employees complete a criminal history background check. Most school districts across the state require that you complete a criminal background check and/or acquire a substitute license. Consequently the Center of Pedagogy has a substitute license policy, outlined in Resource I, page 74. While students cannot be required to disclose a criminal history to the University, the Center of Pedagogy strongly urges students who have a criminal history to consult with the Center's Deputy Director as soon as possible to determine his/her options so that the student does not proceed through the Teacher Education Program only to learn that s/he will not be able to complete the clinical internships or become certified in New Jersey. For example, some records may be expunged, while other records may not be considered serious enough to present a concern to a district or to the State certification office.

NJ's Harassment, Intimidation and Bullying (HIB) Prevention Program

In May 2011 New Jersey's Anti-Bullying Bill of Rights was amended to include a requirement that all teachers complete a Harassment, Intimidation, and Bullying (HIB) prevention program. Shortly thereafter, to avoid a gap in training between current teachers and incoming teachers, the NJ Department of Education created a policy requiring universities to provide training for students in HIB. Consequently, **all students in the Teacher Education Program must meet this requirement in order to complete their programs and be recommended by MSU for certification.**

As a future educator, it is important that you are knowledgeable about the law and related topics such as preventing, reporting, investigating, and responding to incidents of HIB that occur both in school and off school grounds. By receiving the required training, you will be better prepared to create an inclusive environment that is nurturing, caring, safe, and conducive to learning and which is consonant with the philosophy of the Teacher Education Program at Montclair State University. We hope and trust that as graduates of our Program, you appreciate that it is your moral and ethical obligation to be as informed as possible and to help eliminate harassment, intimidation and bullying from our schools.

All students must complete modules in HIB prevention and child abuse/neglect awareness offered by SafeSchools. Students complete these modules during the Clinical I semester and evidence of successful completion is required in order to receive a passing grade in Seminar I or Teaching for Learning I.

CLINICAL PRACTICE II ASSESSMENT

Overview

Teacher interns are evaluated throughout the Clinical Practice II semester by their cooperating teacher(s) and mentor(s). Two kinds of online assessment forms are used: the Progress Report form and the Summarized Record of Clinical II form. Both assessment forms contain indicators based on a comprehensive scoring rubric that in turn is based on *The Portrait of a Teacher* and Montclair State University's Standards for Initial Teacher Programs. In addition, some certification areas have content-specific indicators based on the standards of their Specialized Professional Associations (e.g., the National Council of Teachers of Mathematics for mathematics). Teacher interns receive 6 Progress Reports during the semester in total from their mentor(s) and 3 Progress Reports from their cooperating teacher. At the end of the semester the teacher intern receives a Summarized Record of Clinical II from each cooperating teacher and mentor. This final assessment looks almost identical to the Progress Report form except for the addition of a space where the evaluator provides a letter grade for the experience. This is the official cumulative assessment for the semester and as such is used to determine whether or not the teacher intern has successfully completed Clinical II.

The following pages contain samples of the common Progress Report and Summarized Record of Clinical II assessments, which are completed online, as well as the rubrics that are used to complete each of the forms. Below are some helpful facts to know about the Clinical II evaluation process.

Clinical II Assessment FAQs

How many Progress Reports should mentors complete?

Early Childhood/Elementary interns have one mentor who submits 6 Progress Reports online. Subject area interns have 2 mentors who each complete 3 Progress Reports online.

How many Progress Reports should cooperating teachers complete?

If an intern has one cooperating teacher for the entire semester, the cooperating teacher completes three progress reports. If an intern has two cooperating teachers, they should each complete two Progress Reports.

Who oversees the evaluation process?

For all undergraduates and all graduate ECELE interns, the Clinical II evaluation process is overseen by the Center of Pedagogy. For graduate SASE interns, the evaluation process is overseen by the SASE Department.

How is the final grade for Clinical II determined?

The letter grades from the cooperating teacher(s) and mentor(s) are averaged to determine the final letter grade. The grade itself is issued by the Assistant Director of the Center of Pedagogy (or SASE Department if graduate SASE student).

Who do I go to if I have a question or concern about a Clinical II grade?

Questions or concerns about grades should be directed to the Assistant Director of the Center of Pedagogy (or SASE Department if graduate SASE student).

Do all certification areas have the same assessment forms?

No. The scoring rubrics and hence the indicators on the Progress Report and Summarized Record of Clinical II forms vary by certification area.

What happens to online Progress Reports and Summarized Record of Clinical II records after the semester?

Electronic copies of all Progress Reports and the Summarized Record of Clinical II are kept for 5 years and then archived.

Reporting Grades On Time

Final grades must be reported online to the Center of Pedagogy by mentors and cooperating teachers at least one week prior to the last day of Clinical II. Up-to-date details about reporting grades are provided each semester to mentors and cooperating teachers. It is imperative that the Center of Pedagogy receive grades in a timely manner, as late grades can delay students' certification and cause red tape regarding graduation.

CLINICAL II PROGRESS REPORT & SUMMARIZED RECORD OF CLINICAL II: SUBJECT AREAS

(Revised 8/25/03)

Below are the criteria that are common to all subject certification areas that are used to assess Clinical II progress. These assessment tools are completed online by the cooperating teacher(s), education mentor, and subject mentor. Many subject areas have additional criteria that are specific to the subject matter being taught – see Canvas for subject-specific assessments.

Overview

- 1. PLANNING FOR STUDENT LEARNING**
 - a. Stating clear and meaningful learning goals/objectives
 - b. Organizing subject matter for student learning
 - c. Designing creative and appropriate learning activities and materials
- 2. TEACHING FOR STUDENT LEARNING**
 - a. Making content comprehensible to students
 - b. Monitoring understanding, providing feedback, and adapting activities
 - c. Using media and other technology in appropriate ways
 - d. Promoting critical thinking
 - e. Using democratic practices: respect for child's culture and language
- 3. ASSESSING STUDENT LEARNING**
 - a. Recording and using assessment results to inform instruction
- 4. CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**
 - a. Establishing and maintaining appropriate standards of classroom behavior
 - b. Providing a safe physical environment conducive to learning
 - c. Using instructional time effectively
- 5. PROFESSIONALISM**
 - a. Expressing ideas clearly and personal attributes
 - b. Communicating with others to support student learning
 - c. Reflecting on instructional efforts

Rating System and Rubric

Interns are rated on a scale of 1 to 5 for each criterion as follows:

Does not meet expectations	Meets expectations	Exceeds expectations
1 2	3 4	5

Evaluators are instructed that a 5 should be given only for exceptional performance. Numerical ratings do not correspond directly to grades (5s do not equal As, 4s do not equal Bs, etc.). Interns can receive all 3s/4s and earn an A range grade for Clinical II.

PLANNING FOR STUDENT LEARNING

Criterion 1a: Stating clear and meaningful learning goals/objectives

Description for a rating of 1 or 2:

Lesson plan lacks clear and meaningful learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:

Lesson plan includes mostly clear and meaningful learning goals/objectives that are appropriate for the students. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:

Lesson plan consistently includes clear and meaningful learning goals/objectives that are appropriate for the students and are appropriately aligned with the NJ Core Curriculum Content Standards. The teacher intern provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criterion 1b: Organizing subject matter for student learning

Description for a rating of 1 or 2:

Teacher intern is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:

Teacher intern accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.

Description for a rating of 5:

Teacher intern accurately explains how the content of the lesson relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.

Criterion 1c: Designing creative and appropriate learning activities and materials

Description for a rating of 1 or 2:

Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:

Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:

Planned activities advance all of the identified learning goals/objectives and take into account students' background knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. They consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

TEACHING FOR STUDENT LEARNING

Criterion 2a: Making content comprehensible to students

Description for a rating of 1 or 2:

Teacher intern makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. He/she does not communicate content clearly. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:

Teacher intern makes efforts to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions.

Generally, the students are engaged with the content of the lesson and appear to understand it.

Description for a rating of 5:

Teacher intern routinely activates and builds on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of varied strategies such as visual and auditory representations, advanced organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criterion 2b: Monitoring understanding, providing feedback, and adapting activities

Description for a rating of 1 or 2:

Teacher intern does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:

Teacher intern monitors students' understanding of the content through most of the lesson and gives them feedback. He/she attempts to make instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Teacher intern monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback. He/she makes appropriate instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criterion 2c: Using media and other technology in appropriate ways

Description for a rating of 1 or 2:

Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:

Use of media or other technology is not applicable to this lesson, or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:

Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.

Criterion 2d: Promoting critical thinking

Description for a rating of 1 or 2:

Teacher intern does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:

Teacher intern encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.

Description for a rating of 5:

Critical thinking is integral to the entire lesson. Teacher intern encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criterion 2e: Using democratic practices

Description for a rating of 1 or 2:

Teacher intern does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. He/she makes little or no effort to render content comprehensible to all students and to help each feel valued.

Description for a rating of 3 or 4:

Teacher intern creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. He/she strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Teacher intern creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. He/she consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each feel valued.

ASSESSING STUDENT LEARNING

Criterion 3a: Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:

Teacher intern does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning for instructional modification.

Description for a rating of 3 or 4:

Teacher intern keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:

Teacher intern keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING

Criterion 4a: Establishing and maintaining appropriate standards of classroom behavior

Description for a rating of 1 or 2:

Teacher intern makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Students are not held accountable for their behavior.

Description for a rating of 3 or 4:

Most students appear to understand the standards of classroom behavior. The lesson flows smoothly, or the teacher intern generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior.

Description for a rating of 5:

Students appear to understand the standards of classroom behavior. The lesson flows smoothly, or teacher intern responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are held consistently accountable for their behavior.

Criterion 4b: Providing a safe physical environment conducive to learning

Description for a rating of 1 or 2:

Teacher intern permits the physical environment to be unsafe or to interfere with student learning.

Description for a rating of 3 or 4:

Teacher intern creates a physical environment that is safe and does not interfere with learning.

Description for a rating of 5:

Teacher intern creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.

Criterion 4c: Using instructional time effectively

Description for a rating of 1 or 2:

During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:

During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is appropriately paced for most of the students.

Description for a rating of 5:

During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is appropriately paced for all students.

PROFESSIONALISM

Criterion 5a: Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:

Teacher intern is unable to express ideas and concepts clearly in writing and/or speaking. He/she lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:

Teacher intern expresses ideas and concepts clearly both in writing and speaking. He/she has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:

Teacher intern has exceptional writing and/or speaking abilities. He/she can clearly articulate positions regarding teaching and learning. He/she also has very good voice quality and personal appearance appropriate to teaching environment.

Criterion 5b: Communicating with others to support student learning

Description for a rating of 1 or 2:

Teacher intern communicates rarely if ever with teachers, administrators, or other school personnel, students' families, and/or community members to support student learning and well-being.

Description for a rating of 3 or 4:

Teacher intern communicates with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.

Description for a rating of 5:

Teacher intern actively seeks out resources and communicates regularly with teachers, administrators, other school personnel, students' families, and community members to support student learning and well-being.

Criterion 5c: Reflecting on instructional efforts

Description for a rating of 1 or 2:

Teacher intern cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:

Teacher intern identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:

Teacher intern identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.

CLINICAL II PROGRESS REPORT & SUMMARIZED RECORD OF CLINICAL II: EARLY CHILDHOOD & ELEMENTARY EDUCATION

(Revised 8/25/03)

Below are the criteria used to assess Clinical II progress. These assessment tools are completed online by the cooperating teacher and education mentor.

Overview

- 1. PLANNING FOR STUDENT LEARNING**
 - a. Stating clear, meaningful, and dev. appropriate learning goals/objectives
 - b. Organizing subject matter for student learning
 - c. Creative and dev. appropriate learning activities and materials
 - d. Adaptations based on observation & assessment of children's strengths and needs
 - e. Content related to children's interests and communities
- 2. TEACHING FOR STUDENT LEARNING**
 - a. Making content in each discipline comprehensible to students
 - b. Monitoring understanding, providing feedback, and adapting activities
 - c. Using media and other technology in appropriate ways
 - d. Promoting critical thinking
 - e. Using democratic practices
 - f. Using range of teaching strategies based on understanding of child development
 - g. Making curriculum meaningful to all children
- 3. ASSESSING STUDENT LEARNING**
 - a. Recording and using assessment results to inform instruction
 - b. Using a range of assessment tools to document student strengths
- 4. CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**
 - a. Establishing a classroom community that fosters respectful behaviors
 - b. Providing a safe physical environment conducive to learning
 - c. Using instructional time effectively
 - d. Creating responsive and caring relationships with children and adults
- 5. PROFESSIONALISM**
 - a. Expressing ideas clearly and personal attributes
 - b. Communicating with others to support student learning
 - c. Reflecting on instructional efforts

Rating System and Rubric

Interns are rated on a scale of 1 to 5 for each criterion as follows:

Does not meet expectations		Meets expectations		Exceeds expectations
1	2	3	4	5

Evaluators are instructed that a 5 should be given only for exceptional performance. Numerical ratings do not correspond directly to grades (5s do not equal As, 4s do not equal Bs, etc.). Interns can receive all 3s/4s and earn an A range grade for Clinical II.

PLANNING FOR STUDENT LEARNING

Criterion 1a: Stating clear, meaningful, and developmentally appropriate learning goals/objectives

Description for a rating of 1 or 2:

Lesson plan lacks clear, meaningful, and developmentally appropriate learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:

Lesson plan includes mostly clear, meaningful, and developmentally appropriate learning goals/objectives. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:

Lesson plan consistently includes clear, meaningful, and developmentally appropriate learning goals/objectives that are aligned with the NJ Core Curriculum Content Standards. The teacher intern provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criterion 1b Organizing subject matter for student learning

Description for a rating of 1 or 2:

Teacher intern is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:

Teacher intern accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter and the interests of children.

Description for a rating of 5:

Teacher intern accurately explains how the content of the lesson relates to the content of previous or future lessons, how content relates to children's interests and strengths, and how this content fits within the structure of the curriculum. The planned content reflects an in-depth understanding of the subject.

Criterion 1c Designing creative and developmentally appropriate learning activities and materials

Description for a rating of 1 or 2:

Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:

Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized and well paced from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:

Planned activities advance all of the identified learning goals/objectives, take into account students' background knowledge and experiences, and are varied, creative, and developmentally appropriate. Activities consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

Criterion 1d Adaptations to curriculum are based on observation and assessment of children's cognitive, social, emotional, physical or linguistic strengths and needs

Description for a rating of 1 or 2:

There is little evidence that teacher intern has based curricular adaptations on observation and assessment of children's strengths and needs. Teacher intern cannot clearly articulate why certain accommodations have been made.

Description for a rating of 3 or 4:

There is some evidence that teacher intern has based curricular adaptations on observation and assessment of children's strengths and needs. Teacher intern can articulate why adaptations have been made for some children.

Description for a rating of 5:

There is clear evidence that adaptations to curriculum are based on observation and assessment of individual children. Student teacher can articulate clearly and accurately how previously collected data informed her/his curricular decisions.

Criterion 1e Relating content to children's interests and communities

Description for a rating of 1 or 2:

Content is not connected to children's interests or communities, or teacher intern is not able to help children make connections to the content.

Description for a rating of 3 or 4:

Content is somewhat connected to children's interests and communities, and teacher intern is able to help children make connections to the content.

Description for a rating of 5:

Content is clearly related to children's interests and communities, and teacher intern is able to support children in making clear connections between content and their interests and communities.

TEACHING FOR STUDENT LEARNING

Criterion 2a. Making content in each discipline comprehensible to students

Description for a rating of 1 or 2:

Teacher intern makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. She/he does not communicate content clearly. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:

Teacher intern makes effort to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.

Description for a rating of 5:

Teacher intern routinely activates and builds on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of varied strategies such as visual and auditory representations, graphic organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criterion 2b Monitoring student understanding, providing feedback, and adapting activities to emphasize students' strengths and support needs

Description for a rating of 1 or 2:

Teacher intern does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:

Teacher intern monitors students' understanding of the content through most of the lesson and gives them feedback. She/he attempts to make instructional adjustments when necessary. She/he gives attention to students with special needs and accommodates materials as appropriate (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Teacher intern monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback. She/he makes appropriate instructional adjustments when necessary. She/he accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criterion 2c Using media and other technology in appropriate ways

Description for a rating of 1 or 2:

Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:

Use of media or other technology is not applicable to this lesson; or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:

Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.

Criterion 2d Promoting critical thinking

Description for a rating of 1 or 2:

Teacher intern does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:

Teacher intern encourages students to think critically, independently, and/or creatively in the context of the content being studied. She/he raises problems and questions which require resolution.

Description for a rating of 5:

Critical thinking is integral to the entire lesson. Teacher intern encourages students to think critically, independently, and creatively in the context of the content being studied. She/he raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criterion 2e Using democratic practices

Description for a rating of 1 or 2:

Teacher intern does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. She/he makes little or no effort to render content comprehensible to all students and to help each feel valued. There is little or no evidence that teacher intern respects the culture of each child.

Description for a rating of 3 or 4:

Teacher intern creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. She/he strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs). There is some evidence that teacher intern respects the culture of each child.

Description for a rating of 5:

Teacher intern creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. She/he supports independent learning and decision making. She/he consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each child feel valued. Student teacher demonstrates respect for each child's culture.

Criterion 2f. Using a range of teaching strategies based on understanding of child development

Description for a rating of 1 or 2:

There is little or no evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 3 or 4:

There is some evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 5:

There is clear evidence that teaching strategies are based on an understanding of developmental principles.

Criterion 2g Making curriculum meaningful to all children

Description for a rating of 1 or 2:

Teacher intern does not connect learning to the daily lives of children and/or insure that learning has a clear outcome or purpose.

Description for a rating of 3 or 4:

Teacher intern often connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

Description for a rating of 5:

Teacher intern consistently connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

ASSESSING STUDENT LEARNING

Criterion 3a Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:

Teacher intern does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning or instructional modification.

Description for a rating of 3 or 4:

Teacher intern keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:

Teacher intern keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

Criterion 3b Using a range of assessment tools to document student strengths**Description for a rating of 1 or 2:**

There is little or no evidence that teacher intern has used a range of assessment tools to identify student strengths.

Description for a rating of 3 or 4:

Teacher intern uses more than one assessment tool to identify students' strengths.

Description for a rating of 5:

Teacher intern uses a wide range of assessment tools to identify students' strengths.

CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**Criterion 4a Establishing a classroom community that fosters respectful behaviors****Description for a rating of 1 or 2:**

There is little evidence of a common set of standards or spirit of community in the classroom. Teacher intern does not consistently guide students toward positive behaviors. She/he does not respond to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not made for those students whose behaviors may be related to stressful life circumstances. Her/his responses demonstrate little knowledge of the child.

Description for a rating of 3 or 4:

There is some evidence of a common set of standards and a spirit of community in the classroom. Teacher intern attempts to guide students toward positive behaviors but is not consistently successful. She/he sometimes responds to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not always made for those students whose behaviors may be related to stressful life circumstances. Her/his responses may reflect lack of knowledge of the child.

Description for a rating of 5:

There is evidence of a common set of standards and a spirit of community in the classroom. Teacher intern consistently guides students toward positive behaviors by using appropriate routines, procedures, and teaching strategies and demonstrating knowledge of individual needs. She/he consistently responds to challenging behaviors with respect for the individual. Accommodations are consistently made for those students whose behaviors may be related to stressful life circumstances.

Criterion 4b Providing a physical environment based on developmental understanding of children that is safe and conducive to learning**Description for a rating of 1 or 2:**

Teacher intern permits the physical environment to be unsafe or to interfere with student learning. The physical environment is not based on a developmental understanding of children.

Description for a rating of 3 or 4:

Teacher intern attempts to create a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he sometimes uses the physical environment as a resource to facilitate and encourage learning for all students.

Description for a rating of 5:

Teacher intern creates a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he consistently uses the physical environment as a resource to facilitate and encourage learning for all students.

Criterion 4c Using instructional time effectively**Description for a rating of 1 or 2:**

During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:

During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is well paced for most of the students.

Description for a rating of 5:

During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried

out efficiently. The lesson is well paced for all students and accommodates students with specific developmental and special needs.
Criterion 4d Creating responsive and caring relationships with children and adults

Description for a rating of 1 or 2:

There is little or no evidence that the teacher intern has established responsive and caring relationships with children and adults in the classroom.

Description for a rating of 3 or 4:

There is evidence that the teacher intern has established responsive and caring relationships with most children and adults in the classroom and she/he is attempting to strengthen these relationships.

Description for a rating of 5:

Teacher intern has established responsive and caring relationships with all or almost all children and adults in the classroom. These relationships enhance the teacher intern's role in the classroom.

PROFESSIONALISM

Criterion 5a Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:

Teacher intern is unable to express ideas and concepts clearly in writing and/or speaking. She/he lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:

Teacher intern expresses ideas and concepts clearly both in writing and speaking. She/he has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:

Teacher intern has exceptional writing and/or speaking abilities. She/he can clearly articulate positions and knowledge regarding teaching and learning. She/he also has very good voice quality and personal appearance appropriate to teaching environment.

Criterion 5b Communicating with and developing positive relationships with parents, families, professionals, and community members to support student learning and well being

Description for a rating of 1 or 2:

Teacher intern communicates rarely if ever with parents, families, professionals, and community members to support student learning and well-being.

Description for a rating of 3 or 4:

Teacher intern communicates with and develops positive relationships with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well being.

Description for a rating of 5:

Teacher intern communicates regularly and builds positive relationships with teachers, administrators, other school personnel, students' families, and community members to support student learning and well-being. Teacher intern actively seeks out professional resources on behalf of students.

Criterion 5c Reflecting on instructional efforts

Description for a rating of 1 or 2:

Teacher intern cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:

Teacher intern identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:

Teacher intern identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.

Resources

A	The Montclair State University Network for Educational Renewal.....	61
B	Scholarships and Awards.....	62
C	Institutional Standards (for Initial Certification Programs).....	63-64
D	Admissions Evaluation Scale and Rubric.....	65-67
E	Standardized Test Score Requirement for Admissions.....	68
F	Testing Policies and Information: Praxis, WPT & OPI.....	69
G	Grade and GPA Requirements.....	70-71
H	Physiology and Hygiene Requirement.....	72
I	Substitute License Policy.....	73
J	Certification in Special Education.....	74
K	In-service Clinical Internship Status for Full-Time Teachers.....	75
L	Information for Citizens of Other Countries.....	76
M	Teacher Certification Reciprocity with Other States.....	77

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL (MSUNER)



The MSUNER promotes the simultaneous renewal of schools and teacher education through collaboration between and among Montclair State University and twenty-eight member school districts. The Network strives to provide the best possible education for all students.

MSU students conduct their clinical experiences and internships in Network schools. In addition, reflecting the tenets of best practices in education, the MSU Teacher Education Program makes it a priority to place MSU students with clinical faculty members in these Network schools. It is our hope that through such placements beginning teachers will be in schools where teachers work cooperatively, reflect on the art and science of teaching and learning, emphasize critical thinking, understand the moral dimensions of teaching, and are committed to mentoring of pre-service teachers. The current partner districts are listed below.

Belleville	Montclair
Bergen County Technical HS	Newark
Bloomfield	Nutley
Caldwell-West Caldwell	Orange
Cedar Grove	Parsippany-Troy Hills
Clifton	Pascack Valley Regional HS
East Orange	Passaic Valley Regional HS
Elizabeth	Paterson
Englewood	Randolph*
Fair Lawn	Rockaway Township*
Glen Ridge	Roselle
Hillside	South Orange-Maplewood
Kearny	Teaneck
Little Falls	Tenafly
Livingston	West Orange
Maywood	

*Currently unable to host teacher interns

For more information about the MSUNER, go to www.msuner.org

SCHOLARSHIPS AND AWARDS

**B**

Each year the Center of Pedagogy awards over \$20,000 to students in the form of scholarships and awards. All Teacher Education students, **including students applying to the Teacher Education Program in fall 16 or spring 17**, are encouraged to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Canvas site and in the Teacher Education Advocacy Center, University Hall Suite 1160. Typically the award deadline is at the beginning of March for awards for the following academic year. Questions about any of the awards below should be addressed to Ms. Jan Johnson in the Teacher Education Advocacy Center, UN 1160 or x7696. Note that academic departments, the Graduate School, the Financial Aid Office, and CEHS also have scholarship and grant opportunities.

TEACH Grants

Students may be eligible to obtain a federally funded TEACH grant to teach in a high-need urban community. Certification fields that apply are: mathematics, science, modern languages, or students with disabilities.

J. Thomas Flagg Outstanding Teacher intern Award

A \$100 award is presented to an outstanding teacher intern completing his/her professional semester.

Ruth Lewin Endowment Fund

Awards of \$500-\$1,000 are presented to graduates/undergraduates in the Teacher Education Program who have financial need.

Teachers Club of Montclair Award for Scholarship

Awards of \$1,000 each are presented to ten juniors admitted to the Teacher Education Program who demonstrate excellence in the program.

Anne Kirby Memorial Scholarship Fund

A tuition award is presented to a fully matriculated M.Ed. or MAT student preparing for a career in teaching. Student must have a strong GPA and must present a statement of educational goals.

Kathryn E. Stilwell Memorial Award

A \$500 award is presented to a full-time sophomore or junior who exhibits potential for success in the teaching profession. Student must possess at least a 3.0 GPA, demonstrated leadership, financial need, and involvement in campus/community activities. Priority is given to Bergen County residents.

Nicholas and Susan Michelli Memorial Award

A \$500 tuition scholarship is awarded to a student who demonstrates commitment to a career in urban education.

Please note that additional awards may become available.

MSU'S INSTITUTIONAL STANDARDS



The following standards are derived from *The Portrait of a Teacher* and expectations for students completing an initial teacher certification program at Montclair State University. Students must meet these Institutional Standards – which are above and beyond University standards for academic and professional conduct – in order to complete their certification program (please see page 23 for more information, including the Program's dismissal policy). Students demonstrate their commitment to these standards in their MSU courses, in their clinical experiences and practice, and in their personal conduct. E.g., the clinical internship evaluations conducted by MSU and school-based faculty are derived from these Standards.

MSU STANDARDS FOR CANDIDATES IN INITIAL TEACHER CERTIFICATION PROGRAMS (Revised January 2016)

Knowledge of Content and Pedagogy
1. Has deep understanding of the major concepts and principles of the disciplines taught
2. Demonstrates extensive knowledge of the research, teaching methodologies, technologies, core learning standards, and resources specific to those disciplines
3. Possesses broad-based knowledge within and across the liberal arts
4. Exhibits exemplary literacy and communication skills; speaks and writes English fluently, and communicates clearly and appropriately
Understanding of learning and development
5. Understands how children, adolescents, and adults learn and develop in a variety of school, family, and community contexts
6. Takes initiative to know each student as a unique individual who brings varied backgrounds, strengths, needs, and perspectives to learning
Instructional Planning
7. Plans culturally and linguistically responsive instruction that respects diversity of ability, age, class, ethnicity, gender, language, race, religion, sexual orientation, and life experience to support the development and academic achievement of all students
8. Plans rigorous, developmentally-appropriate instruction that builds on evidence of students' prior knowledge, incorporating a variety of teaching strategies to engage all students in meaningful and challenging learning
9. Crafts lessons that encourage students to connect and apply content knowledge to authentic local or global contexts
10. Creates, selects, or adapts curriculum and materials to plan universally designed instruction for all students
11. Creates, selects, or adapts curriculum and materials to support students' acquisition and use of academic language related to instructional content
12. Plans lessons that foster students' creative and critical thinking, and self-regulated learning
13. Plans lessons that appropriately monitor and assess student learning, progress, and achievement toward college and career readiness goals
Implementing Instruction
14. Provides culturally and linguistically responsive instruction that respects diversity of ability, age, class, ethnicity, gender, language, race, religion, sexual orientation, and life experience to support the development and academic achievement of all students
15. Implements rigorous, developmentally-appropriate instruction that builds on students' prior knowledge, using teaching strategies that engage all students in meaningful and challenging learning
16. Guides students to connect and apply content knowledge to authentic local or global contexts
17. Enacts instruction that is universally designed to support the access of all students to meaningful and challenging learning

18. Enacts instruction that supports students' acquisition and use of academic language related to instructional content
19. Engages students in creative and critical thinking, and fosters students' self-regulated learning
20. Uses multiple forms of assessment to appropriately monitor and evaluate impact on student learning, achievement and progress, toward college and career readiness goals, and to inform instruction
Learning Communities
21. Models attitudes, values, and behaviors that promote democratic practice, student participation, and collaborative learning in the classroom
22. Creates supportive and empathic learning environments that are safe spaces conducive to learning
23. Models and promotes judicious use of digital tools, content, or social networks to improve learning and engagement
24. Facilitates learning through effective, shared classroom management
Leadership and Collaboration
25. Embraces leadership roles and creates collaborative partnerships with school colleagues and other school professionals to meet the needs of all learners
26. Communicates and works with families to establish shared expectations for students and to engage families in the school community
27. Seeks and uses resources available through community and local institutions to actively build partnerships that enhance instruction and learning
Professional Dispositions
28. Demonstrates belief that all children can learn and should have equitable access to knowledge
29. Is an emerging reflective practitioner who uses research and evidence to inquire into the nature of teaching and learning and improve teaching practice
30. Demonstrates integrity, honesty, and understanding of professional ethics, roles and responsibilities, and relevant laws and policies
31. Demonstrates commitment to teaching

ADMISSIONS EVALUATION SCALE AND RUBRIC



Each candidate for admission to the Montclair State University Initial Teacher Education Program is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

ADMISSIONS EVALUATION SCALE

<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>	
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	

1. Subject matter knowledge.	1	2	3	4	5
2. Written English thinking and communication skills.	1	2	3	4	5
3. Oral English thinking and communication skills.	1	2	3	4	5
4. Understanding that a person's perspective is influenced by his/her life experiences. Appreciation of multiple ways of knowing.	1	2	3	4	5
5. Belief in the educability of all children and that all children bring talents and strengths to learning.	1	2	3	4	5
6. Respect and appreciation for individual and cultural differences.	1	2	3	4	5
7. Reflectiveness. Commitment to critical reflection and critical thinking.	1	2	3	4	5
8. Understanding of and commitment to principles of democracy.	1	2	3	4	5
9. Initial commitment to the ethical and enculturating responsibilities of educators and to being agents of change.	1	2	3	4	5
10. Commitment to teaching.	1	2	3	4	5
11. Personal qualities.	1	2	3	4	5

RUBRIC FOR ADMISSIONS EVALUATION SCALE

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. Subject matter knowledge (ECEL: Significant work with children) (1)	Candidate has a weak grasp of the content of the discipline s/he is planning to teach.		Candidate has a solid grasp of the content of the discipline s/he is planning to teach.		Candidate has a strong and in-depth grasp of the content of the discipline s/he is planning to teach.
Evidence: GPA in the major field, recommendation letters, portfolio (if applicable), and interview.					
2. Written English thinking and communication skills. (4)	Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.		Candidate has solid written communication skills. S/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.		Candidate has exceptional written communication skills. S/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.
Evidence: Transcript, and take-home and impromptu essays.					
Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
3. Oral English thinking and communication skills. (4)	Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.		Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.		Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.
Evidence: Speech course grade, and interview.					
4. Understanding that a person's perspective is influenced by his or her life experiences. (6) Appreciation for multiple ways of knowing. (5)	Candidate appears not to understand that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he appears unaware of or resistant to different points of view. S/he appears not to value different perspectives or multiple ways of knowing.		Candidate understands that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. S/he has an appreciation for different perspectives and multiple ways of knowing.		Candidate has a deep and sophisticated understanding that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. An appreciation of different perspectives and multiple ways of knowing appears to be central to his/her way of thinking .
Evidence: Recommendation letters, admissions essays, and interview. Consider: Cross-cultural experiences, proficiency in multiple languages, experience with and understanding of multicultural literature, community involvement, and personal background factors (e.g., race, ethnicity, class, gender).					
Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. Belief in the educability of all children, and that children bring varied talents, strengths, and perspectives to learning. (28)	Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.		Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.		Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.
Evidence: Recommendation letters, admissions essays, and interview.					
6. Respect and appreciation for individual and cultural differences. (6, 28)	Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.		Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.		Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds .

<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Evidence of student-centered educational philosophy.			
7. Reflectiveness. Commitment to critical reflection and critical thinking. (29)	Candidate does not seriously reflect on his/her life experiences or work experiences. There is little evidence that s/he reflects on the nature of teaching and learning or considers the effects of his/her choices and actions on others.	Candidate reflects on his/her life experiences and work experiences--for example, on the nature of teaching and learning and on the effects of his/her choices and actions on others.	Candidate is exceptionally reflective about his/her life experiences and work experiences. S/he gives serious consideration to the nature of teaching and learning, and continually evaluates the effects of his/her choices and actions on others.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.			
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
	(1) (2)	(3) (4)	(5)
8. Understanding of and commitment to principles of democracy. (21, 28)	Candidate appears to have a minimal understanding of and weak commitment to the principles of democracy.	Candidate has some understanding of the principles of democracy and is committed to them.	Candidate has given considerable thought to the principles of democracy, and has an in-depth understanding of them and a strong commitment to them.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.			
9. Initial commitment to the ethical and enculturating responsibilities of teachers and to being agents of change. (21, 29)	Candidate does not recognize that teachers play an enculturating role or that they have a responsibility to approach that role in an ethical manner. S/he does not see the promotion of social justice as a function of schools. S/he does not envision her/himself being an agent of change.	Candidate recognizes that teachers play an enculturating role and that they have a responsibility to approach that role in an ethical manner. S/he believes that schools should and can promote social justice. S/he envisions her/himself acting as an agent of change.	Candidate has a deep understanding of the enculturating role that teachers play and of their responsibility to approach that role in an ethical manner. S/he strongly believes that schools should and can promote social justice. S/he envisions her/himself playing a leadership role as an agent of change.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., community service, involvement in professional organizations), leadership roles.			
10. Commitment to teaching. (31)	There is little or no evidence that the candidate is sincerely dedicated to becoming a teacher.	The candidate appears to be dedicated to becoming a teacher.	The candidate communicates a strong dedication and commitment to becoming a teacher.
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., teaching, tutoring, serving as teacher's aide, coaching, community service, involvement in professional organizations), leadership roles.			
Criteria	Does not meet expectations	Meets expectations	Exceeds expectations
	(1) (2)	(3) (4)	(5)
11. Personal qualities. (30)	Candidate appears to lack enthusiasm, motivation, sensitivity, warmth, maturity, and/or determination to pursue his/her goals.	Candidate is enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals.	Candidate is exceptionally enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals. S/he has the qualities of a "mover and shaker."
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.			

STANDARDIZED TEST SCORE REQUIREMENT FOR ADMISSIONS



In accordance with State requirements, all undergraduate and graduate level students must successfully complete a standardized test as part of their application for admission to the Teacher Education Program. Passing scores must be submitted in order for an application to be considered complete.

There are two ways to meet the Standardized Test Requirement:

1. Qualify for a Basic Skills Exemption via SAT, ACT, or GRE scores. Qualifying scores are:

	SAT	
	Reading	Math
If taken before 4/1/1995	480	520
If taken 4/1/1995 to 2/28/2016	560	540
If taken on or after 3/1/2016	610	570

	ACT	
	English	Math
If taken before 8/28/1989	20	23
If taken on or after 8/28/1989	23	23

	GRE	
	Verbal	Quantitative
If taken before 8/1/2011	530	720
If taken on or after 8/1/2011	155	156

2. Successfully complete Praxis I: Core Academic Skills for Educators exams (called PPST if taken before 6/2014).

Exam Code	Praxis I: <i>Core Academic Skills</i> (These tests can be taken separately or together)*	Passing Score
	→ If taking together: Register for exam code 5751 → If taking separately:	
5712	Core Academic Skills for Educators: Reading	156
5722	Core Academic Skills for Educators: Writing	162
5732	Core Academic Skills for Educators: Mathematics	150

*If you took the old PPST Praxis I, the required scores are 174 in Math, 175 in Reading, 173 in Writing.

Praxis I Instructions

Visit www.ets.org/praxis to create your account and register for the Praxis I tests. Whenever possible, indicate MSU and the New Jersey Department of Education as score recipients.

- **Obtaining Your Praxis Scores:** Your official score report will be available online via your Praxis account on the score report release date. Online scores will be downloadable and available for one calendar year from the score reporting date. Be sure to make a copy of your score report on your computer as well as a hard copy for future reference.
- **Reporting Your Praxis I Scores to MSU:** Even though you indicate Montclair State University as a recipient on the ETS form, you are still required to submit a hard copy to the Teacher Education Admissions and Retention office in UN1160. Directions will be provided to you when you apply as an undergraduate or graduate level student.

Information Regarding Disabilities, Health-Related Needs, Extended Test Time, and Fee Waiver

We encourage students who have disabilities of any kind to explore their options for extended time or other accommodations. It takes considerable time to petition for accommodations, so begin the process as soon as possible. Likewise, students for whom the test(s) creates extreme financial hardship should apply for a fee waiver.

http://www.ets.org/disabilities/test_takers/

<https://www.ets.org/praxis/register/accommodations/>

http://www.ets.org/praxis/about/fees/fee_waivers/

TESTING POLICIES AND INFORMATION: PRAXIS SUBJECT ASSESSMENT, WPT, OPI



Most graduate students must submit passing scores for all required tests prior to Clinical Practice I. All undergraduates and some graduate students must submit passing scores for all required tests prior to Clinical Practice II (Clinical II).

The deadline for notifying us of your passing scores and of submitting passing scores is well before the semester begins:

- ➔ If you plan to do Clinical II in a spring semester and your tests are not required before Clinical I, you must submit passing scores by December 15th.
- ➔ If you plan to do Clinical II in a fall semester and your tests are not required before Clinical I, you must submit passing scores by July 15th.
- ➔ **Tests taken after December 15th are not accepted for the spring semester and tests taken after July 15th are not accepted for the fall semester.**

Tests and passing scores are determined by the State and are subject to change. "Passing" means a score considered passing by the state at the time Clinical II begins. Students who have not passed all required tests **and/or** who have not submitted the scores to the Teacher Education Admissions and Retention Office by the appropriate deadline will not be eligible to do Clinical II as scheduled. **Graduate students: Praxis tests must be taken within 5 years of your program completion date** (e.g., if you took the test in January 2016 and plan to graduate in May 2021, the scores are too old).

Some graduate programs require passing Praxis scores for full admit status. Since full admit status is required for the Clinical I semester, students in those programs must submit passing Praxis scores in time to have full-admit status by the audit deadlines (December 15th and July 15th).

For the Praxis Subject Assessment requirement:

- 1. Determine if and which tests you need to take.** Go to UN 1160, the Center of Pedagogy Canvas site, or the NJDOE (609-292-2070 or www.state.nj.us/njded/educators/license/1112.htm).
- 2. Register to take the test.** Go to UN 1160 or ETS (1-800-772-9476 or www.ets.org/praxis).
- 3. Indicate the proper agency codes on your registration form.** Item #12 on the registration form is "Agencies to Receive Score Reports." Both MSU and the State of NJ must receive your test scores. Enter both agency codes: **R 2520 Montclair State University** and **R 7666 NJ Department of Education**.
- 4. Write your social security number on your registration form.** The State will not recognize your scores without a social security number. This is a common error made by students that holds up the issuance of their certification.
- 5. Email a pdf of your complete score report to Margaret Miller at millerma@mail.montclair.edu and to your teacher education advisor (Mr. Bouie, Ms. Reagan, Ms. Parry Engstrom, Ms. Hagen, or Ms. Watson).**
 - Include your CWID and certification area.
 - Online score reports are available for 90 days from the score reporting date – be sure to download your score report within that time frame to avoid having to pay a fee to ETS to get a score report.
 - Hard copies are no longer accepted.

For the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) test requirements:

Spanish, Italian and French certification candidates must receive an Advanced Low rating on the OPI.

- TESL certification candidates must receive an Advanced Mid rating on the OPI and on the WPT.
- These tests are provided by ACTFL (American Council on the Teaching of Foreign Languages) – more information can be found at <http://www.actfl.org/i4a/pages/index.cfm?pageid=3642#profassess>.

These policies help ensure that students do not complete their certification program at MSU without passing the required tests and therefore without being recommended to the State for certification by the University. The Center of Pedagogy offers Praxis review sessions and other supports to assist them in passing the test. **Students who have test-taking difficulties or any other concerns regarding the Praxis tests are strongly advised to take the tests far enough in advance of Clinical II to be able to retake a test if needed, and/or to pursue special testing accommodations offered by ETS** (see previous page).

*While the State has a "flexibility rule" that takes gpa into account when a candidate misses the passing Praxis score by just a few points, MSU's standard is higher: students must have an outright passing Praxis score.



UNDERGRADUATE PROGRAMS

Grade and GPA requirements vary by program and start date in the Teacher Education Program, and are subject to change as the Teacher Education Policy Committee deems appropriate. Note that:

- Students must meet the major/overall GPA's listed in order **to be accepted** with Full Acceptance status into the Program.
- Students must maintain the major/overall GPA's listed in order **to maintain** Full Acceptance status in the Program.
- Students must meet the grading requirements for the courses indicated AND must have Full Acceptance status in the Program in order **to do Clinical Practice I or II**.
- Only classes taken at MSU are counted; grades from previous institutions are not calculated into GPAs.
- If a student receives a grade that is below what is required, he or she may retake the class (up to 2 additional times, in accordance with MSU policy).

Students begin the Professional Sequence the semester after applying and being accepted. Pre-requisite courses (e.g., ECEL 200 or SASE 210) are not part of the Professional Sequence.

P-3 and K-6 Students Who Begin the Professional Sequence Fall 2014 or later

Minimum major GPA	3.0
Minimum overall GPA	3.0
Grades in ALL major courses*	C- or better
Grades in ALL Professional Sequence courses*	B- or better
Grades in content courses (math, science, social studies, English)	B- or better
MTHM 201 and 302	Required, and must receive B- or better

*For courses in the professional sequence that also meet major requirements, B- or better required.

P-12 Students Who Begin the Professional Sequence in Fall 2014

Minimum major GPA	See table below
Minimum overall GPA	3.0
Grades in ALL major courses*	C- or better
Grades in ALL Professional Sequence (inc. methods)*	B- or better

*For courses in the professional sequence that also meet major requirements, B- or better required.

TRANSFER STUDENT FYIs

- Only classes taken at MSU count toward your overall and major GPAs.
- Grade requirements (e.g., major/content courses) DO include courses taken elsewhere.
- Transcripts from previous institutions are taken into account during the admissions process.

Major GPA Requirements

CERTIFICATION PROGRAM	ACCEPTED MAJORS	MAJOR GPA	CERTIFICATION PROGRAM	ACCEPTED MAJORS	MAJOR GPA
Biological Science	Biology	2.75	French	French	3.0
Chemistry	Chemistry	2.75	Italian	Italian	3.0
Dance	Dance Education	3.0	Latin	Latin	3.0
Early Childhood (P-3)	Families, Children, & School Settings	3.0	Mathematics	Mathematics	2.75
Earth Science	Geoscience	2.75	Music	Music Education	3.0
Elementary (K- 6)	Families, Children, & School Settings; Anthropology; English; Gender, Sexuality & Women's Studies; Humanities; History; Philosophy; Psychology; Religion; Sociology; Spanish	3.0	Social Studies+++	Economics, Geography, History, Political Science, Psychology, Sociology	3.25
Elementary (K-6)	Mathematics	2.75	Health and Physical Education	Physical Education AND Health	3.0++
English	English	3.25+	Physical Science	Chemistry or Physics	2.75
English as a 2 nd Language	Linguistics	3.0	Physics	Physics	2.75
Fine Arts	Fine Arts Education	3.0	Spanish	Spanish	3.0

+English candidates admitted spring 2012 or earlier must have a 3.0 major gpa.

++Health/PE candidates admitted spring 2012 or earlier must have a 2.75 major gpa.

+++Social Studies candidates admitted Fall 2013-Fall 2014 must have a 3.4 major GPA;
candidates admitted before fall 2011 must have a 3.0 major GPA.

Combined Bachelor's/Master's Programs

Undergraduate students admitted to a Combined Bachelor's/Master's Program must meet the requirements below for admission and retention while completing the undergraduate portion of the Program and in order to qualify to continue to the graduate portion of the Program. Students who do not meet the requirements below by the end of the undergraduate portion will receive a bachelor's degree only. Undergraduate candidates may petition to move to an undergraduate-only certification program prior to the completion of the undergraduate degree.

Major GPA	3.25
Overall GPA	3.25
Professional Sequence (inc. methods)	B- or better

TRANSFER STUDENT FYIs

- Only classes taken at MSU count toward your overall and major GPAs.
- Grade requirements (e.g., major/content courses) DO include courses taken elsewhere.
- Transcripts from previous institutions are taken into account during the admissions process.

Post-BA and MAT Programs

Here is a summary of grade and GPA requirements for graduate level students seeking initial teaching certification via a Post-BA or MAT program:

- Currently graduate level students must maintain a 3.0 overall GPA in all coursework taken at MSU.
- As per University policy, MAT students who receive more than 2 "C" grades or lower are subject to dismissal from their program by The Graduate School.
- Grade and GPA requirements for Post-BA and MAT Programs are subject to change by the Teacher Education Program and/or by The Graduate School.
- Graduate students may not enroll in Clinical I or II with a GPA below 3.0.

STATE PHYSIOLOGY AND HYGIENE REQUIREMENT



New Jersey has a physiology and hygiene requirement for teaching certification candidates that can be satisfied either through appropriate coursework or the Health Knowledge Test created by Montclair State University's Department of Health and Nutrition Sciences. Students cannot be recommended for certification until this requirement is completed. Teacher interns must successfully complete this requirement by the Clinical II audit deadline (July 15 for fall teacher interns, December 15 for spring teacher interns) in order to be eligible to student teach.

Taking a course

The following courses, or their equivalent at other 2- and 4-year institutions, meet the requirement:

Biology

BIOL 100	Biological Sciences, non-majors only
BIOL 107	Biology for Survival
BIOL 110	The Biology of Human Life
BIOL 215	Human Heredity
BIOL 240	Mammalian Anatomy and Physiology I, not for Biology majors
BIOL 241	Mammalian Anatomy and Physiology II, not for Biology majors
BIOL 243	Human Anatomy and Physiology

Health and Nutrition Sciences Department

HLTH 101	Personal Health Issues
HLTH 150	Principles & Practices of Emergency Care
HLTH 207	Safety, Accidents and Emergency Care
HLTH 210	Consumer Health
HLTH 307	The Study of Human Diseases
HLTH 315	Public Health
HLTH 330	Foundations of Health Education
HLTH 411	School Health and Community Services
HLTH 430	Health Counseling

Honors Program Courses

HONP 210	Honors Seminar in Science I
HONP 211	Honors Seminar in Science II

Taking the test

The Health Knowledge Test can be taken instead of taking one of the above courses. The test is a paper-based multiple choice test and is administered on campus at specific times from September through June. It requires study to pass (the pass rate for students who have reported that they did not study is under 50%). Details about the test, including topics covered, study resources and registration logistics are available on the CoP Canvas site. Students should talk to their advisors to determine if a course taken as an undergraduate meets this requirement. **Note: The state's Physiology and Hygiene exam no longer is accepted for this requirement, regardless of when the state exam was taken – only a course shown above or the MSU Health Knowledge Test fulfills the requirement.**

As security becomes an increasingly important factor in our schools in NJ and nationwide, school districts have begun to require all individuals who spend time in their schools to undergo criminal history checks. The easiest way for districts to know that this has been done is to see the individual's substitute license, since part of the licensing process includes undergoing a criminal history check. While not all districts in NJ require this, momentum has gathered rapidly over the past year and we anticipate that virtually all of our partner districts will require this in the near future if they do not already.

Students in Clinical I and II cannot be guaranteed a placement without having a valid New Jersey substitute license.

How do you obtain a substitute teaching license?

1. Call a district's main office in any district you like in the state of New Jersey – where you live, where you plan to work, etc. Ideally, it will be a district where you will actually want to gain experience as a substitute. **You do not need to go to the district where you will be placed for clinical I and II.** Find out when and where to go to obtain the application to become a substitute teacher in that district.
2. Complete the application. Most of the application will be self-explanatory and district personnel can help you if you have questions. Part of the application will be to set up an appointment to get fingerprinted. When you get fingerprinted, the technician will give you a receipt. This receipt is very important – many districts simply require seeing this receipt to confirm that you are able to be in their schools, as it indicates that you are undergoing a criminal history background check.
3. Your scanned fingerprints are sent to federal and state agencies for a criminal history check. This process takes 6-8 weeks minimum. When the check is completed and it is confirmed that you do not have a criminal record, you receive notification in the mail. Again, this notification is important – some districts require seeing this notification before allowing university students to enter their schools.
4. When you have completed the substitute license application, bring it back to the district office to be processed.
5. Your substitute license will be mailed to you by the state. It currently takes 3-4 months for this to occur.

Important things to note

- Once you have a substitute license in one district, you can transfer it to any other district in the state with minimal paperwork. You do not need to go through the entire process all over again.
- You must be a U.S. citizen or intend to become one to obtain a substitute license. If you are not a U.S. citizen and do not intend to become one, please contact your Office of Clinical Internships Program Specialist to discuss placement options so that we can ensure that your circumstances are accommodated to the best of our ability.
- You will **not** need to show the Office of Clinical Internships your substitute license: it is the district office that will ask you for it when you receive your placement. Placements are therefore contingent upon your having this paperwork taken care of. Students who do not provide districts with paperwork in a timely manner may forego their placement and may therefore be required to delay their field experience until the next semester.
- Currently, some districts require substitute licenses for both Clinical I and Clinical II. Other districts require substitute licenses for teacher interns only. Some have no such policies in place yet. In terms of the logistics of securing placements in a timely and efficient manner, it is not possible for you to wait until you receive your placement before determining what you need. In other words, you may end up completing your clinical internships in a district that

Certification as a special education teacher in New Jersey is called Teacher of Students with Disabilities (TSD). Special education certification requires dual certification: you cannot obtain special education certification without obtaining another certification as well in an area such as early childhood education (P-3), elementary education (K-6), or a content area (e.g., Social Studies). MSU's Teacher of Students with Disabilities programs for P-3, K-6 and subject area candidates are approved by the NJ Department of Education and the Council for Exceptional Children.

Undergraduate level

Dual certification programs for special education are available in a number of certification areas. The programs are combination undergraduate/MAT degree and certification programs. Programs are available in:

- BA/MAT: P-3 and Teacher of Students with Disabilities
- BA/MAT: K-6 and Teacher of Students with Disabilities
- BA, BS, BMUS, or BFA/MAT: P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

***Since not all content areas have a dual cert program, it's important to check with an advisor or the Center of Pedagogy to determine the status for a specific content area.** For more details, see page 15.

Graduate level

If you do not have teaching certification (i.e., NJ CEAS or Standard certification or out-of-state equivalent), you can apply to one of the following M.A.T. programs leading to dual certification:

- M.A.T. in Elementary Education (K-6) and Teacher of Students with Disabilities
- M.A.T. in Early Childhood Education (P-3) and Teacher of Students with Disabilities
- M.A.T. in P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

If you currently hold P-3, K-6 or subject area certification (NJ CEAS or Standard), you can obtain an additional certification in special education. This is a 24-27 credit program with courses for teaching students with disabilities:

- P-3 certification holders enroll in TSD (Inclusive Education for P-3 Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).
- K-6 certification holders enroll in TSD (Inclusive Education for K-6 Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).
- Subject certification holders enroll in TSD (Inclusive Education for Subject Area Teachers), Instructional Certification: Teacher Certification in Students with Disabilities (Preschool-Grade 12).

Or, for just a few additional courses you can obtain a Master of Education along with TSD certification by applying to and being accepted into one of the following programs:

- M.Ed in Inclusive Education, Early Childhood (P-3) Teachers/TSD Concentration
- M.Ed in Inclusive Education, P3 Teachers/Autism
- M.Ed in Inclusive Education, Elementary Education (K-6) Teachers/TSD Concentration
- M.Ed in Special Education [focus is on secondary education]

Provisional Certification in Special Education for Single Certification Candidates

Under certain circumstances the NJ Department of Education allows candidates who graduate with initial teacher certification in P-3, K-6 or a content area to teach in special education positions in their subject area. This requires an application and immediate enrollment in an approved Teacher of Students with Disabilities program.

For More Information

Subject area candidates: email Susan Hagen at hagens@mail.montclair.edu

P-3/K-6 candidates: email inclusion@montclair.edu (indicate if you are an UG or Grad student)

For additional P-3/K-6 info go to <http://www.montclair.edu/cehs/academics/departments/ecele/fag/#d.en.3257>

IN-SERVICE CLINICAL INTERNSHIP STATUS FOR FULL-TIME TEACHERS



OVERVIEW

In-Service Clinical Internship status is available to qualified MSU students who are already teaching full-time in their own classrooms. If granted In-Service status, a student completes Clinical Practice I by conducting observations in his/her place of employment in lieu of being placed in a school by the Office of Clinical Internships. During Clinical Practice II, aka Clinical II, In-Service teacher interns have an on-site supervisor in lieu of a cooperating teacher, but they do have the same number of mentors and mentor visits as students in regular Clinical II. The mentor(s) assess the student's teaching and provide the final letter grade for Clinical II.

ELIGIBILITY

In-Service status is available to undergraduate and graduate level students in most initial certification areas who:

1. are teaching full-time as the lead teacher in a classroom, at least 3 classes per day, in the same certification area(s) and grade range as their program at MSU,
2. have been teaching in this position for at least one full academic year by the time In-service Clinical I would begin,
3. are working under a formal contract or its equivalent.

In addition, the teaching setting and course load must meet the approval of the department chair and/or program advisor.

It is important to note that dual certification students (e.g., P-3 or K-6 and Teacher of Students with Disabilities) MUST be teaching in BOTH certification areas to be eligible for In-Service status.

APPLYING

Students who believe they qualify should first consult with an advisor. To apply, students complete an In-Service Clinical internship Application in lieu of the regular Clinical internship Application. The In-Service application, which is available at the Center of Pedagogy Canvas site, outlines all of the requirements necessary for In-Service status. In addition to the requirements above, students must receive written approval from their department chair and/or program advisor, depending on the certification program. The application deadline is the same as for regular clinical internships: October 1 to begin Clinical I in the spring and March 1 to begin Clinical I in the fall. Late applications cannot be accepted.

THE COURSES

Early Childhood, Elementary, and Dual Certification (general ed/special ed) students take Clinical Practice I and Seminar I in their first In-Service semester, which must be a fall semester, and In-Service Clinical Practice II (ECEL 424 for undergrads, ECEL 514 for graduate students) and Seminar II in the subsequent spring semester. Students should speak to their advisor to ensure that their program reflects the proper coursework.

Undergraduate subject certification students take Clinical I (SASE 450), Teaching for Learning I (SASE451), and methods during the first In-Service semester, then In-Service Clinical II (SASE 414) and Teaching for Learning II (SASE 452) in the subsequent semester. Graduate level subject certification students take Clinical Practice I (SASE 527) during the first In-Service semester along with the correlating courses, Teaching For Learning I (SASE526) and the departmental methods class; then In-Service Clinical Practice II (SASE 514) and the correlating course, Teaching For Learning II (SASE543) in the subsequent semester.

WHERE TO GO WITH QUESTIONS

Most questions regarding In-Service Clinical Practice can be answered by an advisor. Questions specific to the In-Service experience (e.g., logistics, getting permission for the courses, etc.) should be addressed to Gina Martino at martinog@mail.montclair.edu.

INFORMATION FOR STUDENTS WHO ARE CITIZENS OF OTHER COUNTRIES



Many students who are citizens of other countries have successfully completed the Teacher Education Program. Federal, State, and school district policies are important to consider, however, depending on a student's goals. For example, some students plan to return to their home countries to teach, some are in the process of becoming Naturalized U.S. citizens, and some plan to stay in the United States for an extended time but not apply for U.S. citizenship. Just as is true for any student at MSU, it is important to know the policies about citizenship/visas to determine if the Teacher Education Program is a good fit.

Certification Requirements

In order to apply for standard (permanent) certification in New Jersey upon completion of a teaching certification program and two years of successful teaching experience, a candidate must be a citizen of the United States OR s/he must provide a statement of intention to become a naturalized citizen of the United States. Students who are in the U.S. on certain visas (e.g., a student visa) are NOT eligible.

However, students who are not U.S. citizens CAN enroll in the Teacher Education Program and CAN receive the initial certificate, called the Certificate of Eligibility with Advanced Standing, that all of our students are eligible to receive upon successful completion of their program. This certificate requires only that the candidate take an oath of allegiance to uphold the U.S. Constitution and possess a Social Security Number.

Certification vs. Employment

Certification and eligibility to work are two separate things. It is possible to receive NJ teaching certification and not be eligible to work if one does not have the correct visa. Likewise, it is possible to have a work visa but not be eligible for standard (permanent) NJ certification if one is not planning to become a U.S. citizen.

Clinical Internship Placements

Students who do not have work visas should notify the Center of Pedagogy Office of Clinical Internships of this when completing the Clinical internship Application to do Clinical I and II. This is important because the placement specialists in the Office of Clinical Internships must take into consideration that those students cannot be placed in school districts that require students to hold substitute licenses. While the Center of Pedagogy cannot guarantee placements for students who do not have substitute licenses, currently several partner districts welcome teacher interns who do not have substitute licenses. Students who have work visas are advised to obtain a substitute license as soon as possible in case of any challenges with the process.

Oral and Written English Proficiency

For some students (whether U.S. citizens or citizens of another country), English is not first/primary language. It's important to note that all students in the Teacher Education Program are held to the same high standard regarding oral and written English proficiency, as outlined in MSU Standard #11 on page 65. English proficiency is assessed formally during the admissions process. It is also assessed informally in courses and particularly in the clinical internships.

TEACHER CERTIFICATION RECIPROCITY WITH OTHER STATES



Each state has its own certification requirements and processes. However, many states are part of the Interstate Certification Compact or have other reciprocity agreements that allow teachers to transfer their certification with minimal additional steps. If you plan to teach in another state or jurisdiction, you need to apply for certification in that location.

You may need to take a test or complete other certification requirements in addition to providing your New Jersey certification. Below is a list of states/jurisdictions with which New Jersey currently has reciprocity agreements:

Alabama	Michigan
Alaska	Mississippi
Arizona	Montana
Arkansas	Nevada
California	New Hampshire
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
District of Columbia	North Dakota
Florida	Ohio
Georgia	Oklahoma
Hawaii	Oregon
Idaho	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Iowa	Tennessee
Kansas	Texas
Kentucky	Utah
Louisiana	Vermont
Maine	Virginia
Maryland	Washington
Massachusetts	West Virginia

The following Web sites provide helpful information about reciprocity and teaching positions in other states:

www.nasdtc.org
www.epi-center.net/jobs/
<http://www.academploy.com/certif.cfm>
<http://www.ed.gov/index.jhtml>

GLOSSARY OF TERMS

AGENDA FOR EDUCATION IN A DEMOCRACY (UN 1180) This Center of Pedagogy unit is responsible for maintaining the focus and vitality of the shared vision that bonds the faculty in education, the arts and sciences, and the public schools as they undertake their common work. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States. *See also: National Network for Educational Renewal; Montclair State University Network for Educational Renewal*

CERTIFICATE OF ELIGIBILITY WITH ADVANCED STANDING (CEAS) The CEAS is an instructional certificate issued by the State of New Jersey to completers of university-based professional preparation programs for certification. It is valid for life and it allows the holder to seek and accept employment in a NJ public school as a certified teacher. Students at MSU who apply for their initial certificate receive the CEAS. Once hired, their employing district enrolls them in the Provisional Teacher Program and requests that a Provisional License be issued: this is the license that allows the new teacher to be the teacher of record in the classroom. After two years of successful full time teaching experience under the Provisional License, the teacher is issued a standard license.

CLINICAL PRACTICE I The first semester of clinical practice course for all Teacher Education Program students. P-3/K-6 students complete 175 hours in their placement (effective fall 2017) while P-12 subject students complete at least 100 hours in their placement (start date of new hours TBD). Students are referred to as interns for this course.

CLINICAL PRACTICE II The culminating clinical internship and course for all Teacher Education Program students. It is referred to informally as Clinical II and it is a semester-long full-time experience.

COOPERATING TEACHER The classroom teacher who serves as a mentor, model, and peer for students enrolled in Clinical I and II. Whenever possible, a student is assigned to the same teacher for both clinical semesters.

COUNCIL FOR THE ACCREDITATION OF TEACHER PREPARATION (CAEP) The newly formed accrediting agency that has replaced NCATE for our teacher education accreditation.

INDUCTION YEAR This refers to the first two years of teaching in New Jersey after graduating from an approved teacher education program. During these years the new teacher is enrolled in the Provisional Teacher Program and receives mentoring from teachers at his/her school as well as evaluations from the school principal. Upon successful completion of the two years of teaching, the principal recommends that the teacher receive a Standard Certificate from the state of New Jersey.

MENTOR At MSU, this term refers to the University faculty and adjunct staff who conduct official observations of interns in Clinical Practice II (Clinical II). A comparable term is *university supervisor*.

MULTICULTURAL INCLUSIVE TEACHER CANDIDATE ORGANIZATION (MINTCO) This organization provides undergraduate and graduate students with a community of learners from whom they can receive support, information, and advice as they progress through the Teacher Education Program at Montclair State University. The organization also provides a forum for networking with campus and public school faculty to discuss issues in education.

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL (UN 1180) The MSUNER is an equal partnership between and among MSU and member public school districts that focuses on the simultaneous renewal of schools and teacher preparation. The member school districts understand and agree with the MSU philosophy of teacher education and employ that philosophy when working with MSU students engaged in clinical experiences. In addition, the Network offers professional development for the teachers in the member districts.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) Montclair State has been continuously accredited by NCATE since 1954. Recently NCATE and another accrediting body merged to form CAEP (see above). Moving forward, our accreditation will occur through CAEP.

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) Founded in 1986 by education researchers John Goodlad, Roger Soder, and Kenneth Sirotnik, the National Network for Educational Renewal is a “national laboratory” for implementing and testing the ideas that are central to the Agenda for Education in a Democracy. The NNER consists of 23 school-university partnership settings in 20 states – including Montclair State - that are focused on the simultaneous renewal of schools and the education of educators. At Montclair State this partnership is overseen by the Center of Pedagogy. *See also: Agenda for Education in a Democracy; Montclair State University Network for Educational Renewal.*

NEW JERSEY DEPARTMENT OF EDUCATION (NJDOE) The agency responsible for overseeing all aspects of public education in the state from certification to academic content standards to education policy.

OFFICE OF CLINICAL INTERNSHIPS (UN 1180) This Center of Pedagogy unit coordinates all aspects of the clinical internships of Teacher Education Program students from start (Clinical internships Application) to finish (successful completion of Clinical II).

THE PORTRAIT OF A TEACHER MSU's vision of the knowledge, skills, and dispositions of good teachers.

PRAXIS SUBJECT ASSESSMENT Formerly known as Praxis II, this is a series of tests administered by the Educational Testing Service designed to assess candidates’ knowledge of the subject matter they plan to teach. New Jersey uses these tests as part of its requirement for licensure for most instructional areas. Students are not considered program completers until/unless they pass the required PRAXIS SUBJECT ASSESSMENT(s) for their area of certification.

PROGRESS REPORT The assessment form completed by cooperating teachers and mentors during the Clinical II (Clinical II) semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are based on the Teacher Education Program’s guiding outline, *The Portrait of a Teacher*. Progress reports are kept temporarily in student files, but eventually only the final report – the Summarized Record of Clinical II – is kept on file.

PROVISIONAL TEACHER PROGRAM The state-run program of mentoring and evaluation designed to support first- and second-year teachers who are teaching in NJ public schools under a Provisional License and who hold either a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS). *See also: Certificate of Eligibility with Advanced Standing; Induction Year*

SIMULTANEOUS RENEWAL This phrase refers to the opportunity for teachers in MSUNER school districts and MSU students to teach each other and learn from each other. Teachers can learn about MSU's philosophy of teacher education, receive professional development, and apply this professional development in their classroom as cooperating teachers for MSU students. At the same time, MSU students in the field can work with teachers who understand the MSU teacher education program and learn new and innovative teaching techniques with their cooperating teachers.

SUMMARIZED RECORD OF CLINICAL II The final assessment form completed by cooperating teachers and mentors during the Clinical Practice II semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are correlated to MSU's Institutional Standards. The results of this assessment are used in determining whether teacher interns have successfully completed their Clinical II.

TEACHER EDUCATION ADMISSIONS AND RETENTION OFFICE (UN 1160) A unit within the Center of Pedagogy, this office oversees undergraduate admission to the Teacher Education Program and the retention of all Teacher Education Program students.

TEACHER EDUCATION ADVOCACY CENTER (TEAC) (UN 1160) A unit within the Center of Pedagogy, TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from minority groups (e.g. linguistic; cultural; racial and/or ethnic) into teaching.

CONTACT INFORMATION

Center of Pedagogy Unit	Name	Title	Extension
Center of Pedagogy	Main number	(Directory)	4262
	Dr. Jennifer Robinson	Executive Director	7691
	Dr. Geraldine Koch	Deputy Executive Director	3806
	Ms. Caroline Murray	Assistant Director & Director, Clinical Internships	7802
Teacher Education Admissions & Retention	Ms. Charity Dacey	Director	7976
	Ms. Adrian Reagan	Program Advisor	7181
	Ms. Carla Parry Engstrom	Program Advisor	3490
	Ms. Margaret Miller	Secretary	7976
Office of Clinical Internships	Ms. Scotta Frye	Program Specialist	7635
	Ms. Gina Martino	Program Specialist	7693
	Ms. Pat Gagnon	Secretary	4139
MSU Network for Educational Renewal	TBD	Director	7641
	Ms. Deirdre MacKnight	Program Assistant	5231
	Ms. Kristin Armato	Project Assistant	4264
	Ms. Monica Glina	BUILD Coordinator	4658
Teacher Education Advocacy Center	Dr. Carolina Gonzalez	Director	4110
	Dr. Leslie Wilson	Faculty Advisor	7693
	Ms. Jan Johnson	Program Assistant	7696
	Mr. Ian Bouie	Program Advisor	7799
Jumpstart	Ms. Shaina Spann	Site Manager	4278
	Ms. Tonjia Carter	Associate Site Manager	3319
Agenda for Education in a Democracy	Dr. Fernando Naiditch	Coordinator	7693
Newark Montclair Urban Teacher Residency	Dr. Kimberly Santos	Director	6687
	Ms. Monica Glina	Interim Induction Coord.	4658
	Ms. Sonal Chauhan	Program Advisor	2119
	Mr. Ruben Irizarry	Program Assistant	
Grants and Special Projects	Ms. Joanne Matkowski	Assistant Director	5171
Other Offices/Departments	Name	Title	Extension
Dean's Office, College of Education and Human Services	Dr. Tamara Lucas	Dean	5167
	Ms. Evelyn DeJesus-Quiles	Assistant to the Dean	5167
	Dr. Jaime Grinberg	Interim Associate Dean	7128
	TBD	Assistant Dean	5192
	Ms. Melissa Harris	Assessment & Accreditation Coordinator	7128
CEHS Career Services	Ms. Linda Flynn	Director	6874
Department of Secondary and Special Education (SASE)	Dr. Jeremy Price	Chair	5187
	Ms. Christine Aguilera	Program Assistant	5187
	Ms. Susan Hagen	Dept. Administrator	6908
Dept. of Early Childhood, Elementary, and Literacy Education (ECELE)	Dr. Tina Jacobowitz	Chair	7191
	Ms. Felicia Hines	Secretary	5407
	Ms. Patricia Watson	Dept. Administrator	7360
The Graduate School	Main Number	(Receptionist)	5147

Visit the Center of Pedagogy Canvas site for news, information, and upcoming events.

To get to the site, go to Canvas and choose Center of Pedagogy in your course list. Visit the College of Education and Human Services Web site at <http://cehs.montclair.edu/> for links to the Center of Pedagogy, Teacher Education Program, and other information contained in this Handbook.

✓✓✓✓✓✓✓✓ **STUDENT CHECKLIST** ✓✓✓✓✓✓✓✓

Undergraduate		
What to do	Deadline	Where to learn more
<input type="checkbox"/> Take courses required for admission to the Teacher Education Program.	Must be taken semester prior to semester in which applying to Teacher Education Program	page 14
<input type="checkbox"/> Keep MSU email under quota; check out the CoP Canvas site.	As soon as possible!	
<input type="checkbox"/> Meet Standardized Test Requirement for admission.	Scores must be submitted on or before the admissions application deadline (see below).	Page 68
<input type="checkbox"/> Apply to Teacher Education Program.	Fall application deadline: September 15 th Spring application deadline: February 1 st	pages 10, 14-16
<input type="checkbox"/> Attend the admissions orientation.	Held each semester after admissions decisions and before registration begins.	Check <i>Canvas</i> for dates.
<input type="checkbox"/> Take required Praxis Subject Assessment exam(s) and email passing scores to Teacher Education Admissions & Retention.	Official scores must be emailed by July 15 th for fall teacher interns and by December 15 th for spring teacher interns.	pages 13, 17-18, 69
<input type="checkbox"/> Apply for a substitute teaching license.	Once 60 credits have been completed	page 74
<input type="checkbox"/> Submit Clinical internship Application to the Office of Clinical Internships.	October 1 st to do Clinical I in spring; March 1 st to do Clinical I in fall	pages 10, 17-18, 25, 30-31
<input type="checkbox"/> Attend a Clinical I info session.	October for Clinical I in spring; March for Clinical I in fall	
<input type="checkbox"/> Get a Mantoux test.	Just prior to the Clinical I semester	page 18
<input type="checkbox"/> Attend Clinical II orientation.	September for fall teacher interns; January for spring teacher interns	Check <i>Canvas</i> for dates.
<input type="checkbox"/> File for final audit/graduation with Registrar.	See page 27 for deadline chart. This is separate from the CoP clinical internship audit! This is filing for graduation.	page 27

Graduate		
What to do	Deadline	Where to learn more
<input type="checkbox"/> Meet Standardized Test Requirement for admission.	Passing score is required prior to admission to the Program.	Page 68
<input type="checkbox"/> Apply to the Graduate School for admission to the Teacher Education Program.	Admissions are accepted on a rolling basis.	pages 20-21
<input type="checkbox"/> Attend University-wide and CEHS graduate orientations.	First available orientations after matriculation	Check <i>Canvas</i> for dates.
<input type="checkbox"/> Set up MSU email; check out CoP on Canvas.	As soon as possible!	
<input type="checkbox"/> Apply for a substitute teaching license.	Upon admission to the Post BA or MAT Program	page 74
<input type="checkbox"/> Submit Clinical internship Application to the Office of Clinical Internships.	October 1 st to do Clinical I in spring; March 1 st to do Clinical I in fall	pages 10, 20-21, 25, 30-31
<input type="checkbox"/> Retake Praxis Subject Assessment(s) if needed.	Passing scores must be submitted during or before Clinical I.	pages 12, 20, 69
<input type="checkbox"/> Attend Clinical I info session.	October if doing Clinical I in spring; March if doing Clinical I in the fall	
<input type="checkbox"/> Get a Mantoux test.	Just prior to starting Clinical I	page 18
<input type="checkbox"/> Attend Clinical II orientation.	September for fall teacher interns; January for spring teacher interns	Check <i>Canvas</i> for dates.
<input type="checkbox"/> File for final audit/graduation with Registrar.	See page 27 for deadline chart. This is separate from the CoP clinical internship audit! This is filing for graduation.	page 27

Last but not least, prepare for the intense time commitment of Clinical II – it is a full-time “job” that may require special planning in terms of finances, child/family care, transportation, and other personal commitments. See pages 42-43 for details.