



Center of Pedagogy Office of Clinical Internships
and the
Department of Teaching and Learning

P-3 and K-6 Clinical Practice II Handbook Spring 2024

Important Dates

January 2	First day of Clinical II
January 11	Clinical II Orientation for CTs (zoom 4-5 pm)
March 15	Last day of first split for interns with two placements
March 18	First day of second split for interns with two placements
April 11	EdExchange (on campus job fair for teacher candidates)
May 3	Final assessments/reports due (CTs & U Mentors)
May 3	Clinical II surveys due (interns)
May 9	Teacher Education Program Celebration of Graduates
May 10	Last day of Clinical II
May 31	Date transcripts finalized
June 30	Estimated date by which certification issued

Progress Reports and Final Assessments are submitted to the online Anthology system. Cooperating teachers will be emailed directly with instructions for accessing and using Anthology.

Cooperating teachers who have interns for the entire semester complete **FOUR** progress reports/formal observations during the semester.

Cooperating Teachers: This handbook and all other forms and packets can be found on the Cooperating Teacher Resource web page located at <https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/> .

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CLINICAL II OVERVIEW

Clinical II provides the teacher intern with the opportunity to experience the full range of classroom teaching responsibilities. This is achieved by interning in a classroom full-time over a full semester in a classroom while taking a corresponding course (Seminar II). As outlined in the Clinical II Timeline in this packet, interns are expected to gradually assume more and more leadership in the classroom during the semester. Montclair encourages interns and cooperating teachers (CTs) to co-teach as much as possible, and for the leadership of the classroom to shift toward the intern over time to lead planning, instruction, assessment, and management of the class. Because Montclair emphasizes quality of experience over quantity of time teaching, the rate at which interns move toward greater responsibility for multiple subject areas will vary from intern to intern. General guidelines and expectations are outlined in greater detail throughout this handbook.

For dual certification interns:

Dual certification interns are required by the University to receive mentoring either from a single teacher who is dual certified and whose class includes students with IEPs, or from two different teachers, one of whom is a general education teacher and one who is certified for and teaches students with IEPs. How this looks varies widely from school to school given the many ways schools strive to be as inclusive as possible. What matters most for our program is for dual certification interns to be mentored by appropriately certified teachers in their content area (P-3 or K-6) and special education.

Assessment

The Clinical II Progress Report and Final Assessment are similar to the assessments that were used for Clinical I. These assessments of performance are recorded in ANTHOLOGY by the CT and university mentor based on their observations. The CT(s) complete 4 progress reports. The University mentor completes 6 progress reports. The final assessment contains the same criteria and includes a place for the CT and mentor to provide a letter grade.

Successful completion of Clinical II and Seminar II:

- Interns must receive a passing grade in Clinical II to receive a passing grade in Seminar II and vice versa.
 - Undergraduates must receive a B- or better in both courses or must retake both courses.
 - Graduate students must receive a C- or better in both courses or must retake both courses.
- The Seminar II instructor determines the intern's Seminar grade; the Instructor of Record for Clinical II is Caroline Murray, Director of Clinical Internships.

“NEED TO KNOW” POLICIES AND PROCEDURES

- **During the Clinical II semester, teacher interns are to attend cooperating schools full-time, 5 days a week and follow the district’s school calendar, whether school is conducted in person or remotely.** This includes all holidays and vacation days, regardless of whether or not they are the same as Montclair State’s and regardless of whether the CT is in school that day. Teacher interns also must attend Seminar II classes according to the University’s schedule of classes.
- **Teacher interns are expected to be in attendance for the entire school day, whether in person or remote.** In addition to meetings and school conferences, you are encouraged to participate in co-curricular activities. If you must be absent due to illness or any other legitimate reason, the CT and the Office of Clinical Internships must be notified prior to the start of the school day. Notify the Center of Pedagogy by going to https://montclair.co1.qualtrics.com/jfe/form/SV_d6vEe6iSexj4LVs . If an observation has been arranged, it is your responsibility to inform the mentor of your absence.
- **No employment or outside activity should interfere with Clinical II.** Outside employment is taxing; proper preparation often suffers. We realize that not working is not an option for some; work hours should be limited as much as possible.
- **According to the tradition of the Teacher Education Program, in compliance with the policies of the cooperating school, teacher interns participate co-equally with teachers in professional responsibilities.** CTs are expected to regard teacher interns as professional colleagues. However, teacher interns are principally responsible to, and subject to the direction of, their CT since, according to State regulations, legally the CT is ultimately the professional in charge.
- **Teacher interns are encouraged to initiate contact and consult with their CT prior to the beginning of the Clinical II semester. If the school is open, the intern should arrange a visit to their assigned school if permitted.**
- **Planned weekly meetings are critical and must be scheduled between the CT and teacher intern to promote a positive, collaborative working relationship.**
- **Teacher interns may be assigned as substitutes for pay during Clinical II only in emergencies.** Clinical II is an unpaid experience, but due to the ongoing teacher shortage exceptions are being allowed to help schools handle emergency situations. If we feel this allowance is being used inappropriately by any party, this exception will be discontinued.
- **Teacher interns may not be left alone in the classroom with the students at any time unless being paid officially as a sub for that time period.** A certified teacher/substitute must always be present, even if the teacher intern has a substitute license (the license only is legally valid if you are being paid). Teacher interns may be “alone” with groups of students online.
- Interns may work in a separate **virtual** classroom/space with students if this is district-sanctioned. Interns should only work remotely one-on-one with a student with approval from the cooperating teacher.
- Teacher interns, mentors and cooperating teachers should work together to arrange **observations**, using the Observation Schedule as a guide. A teacher intern may not be observed formally twice in the same day. Ideally, you should be observed once a week.

Regarding University Mentors

- **University mentors are professional colleagues/advisors who provide practical advice and assist with challenges that may arise regarding instruction, professionalism, and any other matters related to the clinical internship.** They welcome telephone calls or email messages regarding issues that may develop.
- **Mentors should be notified in advance of changes to a scheduled observation.**
- **Mentors seek to ensure that a positive, productive relationship is developed and maintained between the teacher intern and the CT.** They provide guidance for conflict resolution and help ensure that the “4 Cs” of cooperation, clarity, communication, and collaboration are happening effectively.

Teacher Interns Who Require Accessibility Accommodations

Teacher interns who are registered with the University’s Disability Resource Center (DRC) may request accommodations through the DRC. The Office of Clinical Internships makes every effort to meet accommodation requests. In accordance with the law, interns are not required to disclose the nature of a disability with Clinical Internships or placement school staff. Our collective focus is on accessibility. This includes working to reduce ableism both in our program and in our schools.

TEACHER INTERN ROLES AND RESPONSIBILITIES

Attendance

- Teacher interns are required to attend their assigned placement every day, typically 7-8 hours a day, for at least the same hours that contracted teachers are required to be at the school. This includes time before students arrive and after students leave. Teacher interns may not arrive late or leave early, regardless of teaching schedule (e.g., if the cooperating teacher does not have a class last period, the Teacher intern should use that time to help prepare for the next day). **Teacher interns follow the placement school's calendar in terms of holidays, school breaks, etc. for in-person or remote/hybrid instruction instead of the University calendar.**
- Teacher 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.
- Teacher interns are not exempt from attendance for any Montclair-related event, employment, family obligations, etc. and must **report any absence to the Center of Pedagogy absence system in a timely manner.** To report an absence, go to https://montclair.co1.qualtrics.com/jfe/form/SV_d6vEe6iSexj4LVs . Up to 5 excused absences are permitted.
- Teacher 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 teacher interns, it is the teacher intern's responsibility to maintain a log in the classroom of arrival and departure times and ensure that the log is signed by the CT.
- If remote teaching, ask your cooperating teacher to provide clear expectations for your availability and for what you should do when not engaged in direct instruction with students.

Teaching

- The teacher intern is expected to actively participate in planning, implementing, and evaluating instructional activities. Some lessons that are co-taught will be "led" by the teacher intern, and some by the CT, but both should have a clearly defined role for each lesson/activity. **Rarely should one or the other be observing only.**
- Teacher interns should follow the Clinical II Timeline. Interns are encouraged to take on as many teaching responsibilities as possible during and outside of class time and are expected to take leadership in planning, implementing, and assessing an integrated unit with the CT. As indicated in the Timeline, interns should take the lead on all teaching responsibilities for approximately two weeks.
- **Dual certification candidates (P-3 or K-6 and Teacher of Students with Disabilities)** should gain as much experience as possible in both certification areas. Ideally, interns work in inclusive settings; in some instances, interns may have a split experience between two classrooms. There are no hard and fast rules about how this looks as every school is structured differently.
- In addition to formal teaching, the teacher intern may be called upon to help students with classwork, homework, lab work, or remedial/ advanced work as requested by the CT.

Lesson Plans

- The teacher intern must submit plans to the CT well in advance prior to instruction and engage in weekly planning sessions with the CT 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 Montclair teacher interns are required to write detailed lessons each time they are observed by the CT or mentor AND as required by the CT.
- The teacher intern should keep a log of all lessons/units taught that is accessible to CTs and U Mentors.

Observation

- Observations of other teachers in the school and other school professionals or teacher interns are included in the Timeline beginning on page 16. The purpose of such observations is for the teacher intern to become more familiar with the teaching behavior and activities in a range of grade levels and the following critical areas: Planning, organization, and evaluation; teaching strategies; classroom management/control; teacher attitude toward children/subject matter; verbal and non-verbal interaction. Observations can be done in special areas (speech pathology, guidance, inclusion/services for students with special needs, student activities, etc.) and at multiple grade levels.

Clerical and Professional Activities

- Teacher 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 teacher interns cafeteria/hall duty and supervision of homerooms if accompanied by a certified teacher.
- Teacher interns should expect to attend faculty meetings, grade-level meetings, parent conferences, and parent meetings and participate in various departmental/grade-level functions and appropriate professional development that take place before, during, or after school hours.

Leadership & Initiative

- The teacher intern 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.
- The teacher intern should come equipped with an adequate knowledge of basic subject matter, human growth and development, teaching techniques, and procedures.
- The teacher intern should develop a pattern of personal and professional growth through constant and reflective self-appraisal and acceptance of constructive criticism.
- The teacher intern should show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to themselves.
- Teacher interns are responsible for promptly completing all assignments required by university mentors and instructors. This includes careful study of the material in this Handbook, preparation of lesson plans, and other work basic to classroom teaching. Providing university mentors complete schedules is a requirement. Informing them of changes in teaching schedules is essential.

Professional Growth

- The teacher intern should show evidence, by the end of the Clinical II semester, of acceptable competence in such areas as teaching skills, classroom management, strategies of instruction, and interpersonal relations.
- The teacher intern should continually relate the actual teaching experience to theories of child development and learning.
- The teacher 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 such as Facebook and Twitter.
- The teacher 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 teacher intern should demonstrate patterns of conduct and dress that are in keeping with the accepted standards of the school community (e.g., no tops that show midriff or that are low-cut; no baseball caps).
- The teacher intern should thoroughly understand and adhere to all school and district policies and expectations that may still be in place related to COVID-19.

AVOID ATTENDANCE PITFALLS!

The most common issue that comes up during the Clinical II semester is attendance. Avoid these situations:

- **I didn't miss the whole day, just a few hours.** Every absence (full or part of day) must be reported to the Center of Pedagogy's attendance system at https://montclair.co1.qualtrics.com/jfe/form/SV_d6vEe6iSexj4LVs.
- **My CT said I could leave early.** You must be at school full-time even if your CT is not teaching first or last period – prep time should be used to prepare for teaching, to do observations in other classrooms, or perform other duties/tasks as assigned by the coop. If your CT tells you that you can leave early or come late, remind them that Montclair requires you to be at school full-time and ask how you should spend prep time effectively.
- **My school doesn't have us sign in and out.** If there is a sign-in book, you must use it. If told that you cannot, you must keep a log of your daily attendance and have the log signed by your cooperating teacher.
- **My CT and I made arrangements for me to make up the days I was sick, so I didn't report them.** Again, every absence must be reported to the Center of Pedagogy online. Any make-up day arrangements must be approved by the CoP.
- **My CT is fine with me arriving at/after the bell since I have to (bring child to school, (get a ride from my sister)(take a bus that arrives late)(insert personal reason here).** As a professional, you need to follow the same requirements as regular school staff. You would never tell the principal where you get a job that you will be late sometimes/every day for a personal reason, you would need to find a way to work out your personal schedule to accommodate your job. Student teaching is no different.

COOPERATING TEACHER (CT) ROLES AND RESPONSIBILITIES

The Clinical II semester undoubtedly will be an exciting, overwhelming and exhausting one for your teacher intern. Even the most organized intern may be feeling a little overwhelmed. We recognize that hosting a teacher intern is a significant commitment on your part as well. The CoP Office of Clinical Internships and the Department of Teaching and Learning are here to help you help your teacher intern. Please do not hesitate to reach out to us. Here are some guiding principles for effective mentoring:

- **Communicate, communicate, communicate!** Outline verbally or in writing exactly what you expect from your teacher intern each week and go over it in detail with him/her. Your teacher intern will see what tasks they need to accomplish and will be able to prepare in advance. This will eliminate confusion about what is expected. The CT is required to meet with the seminar instructor and mentor twice during the semester to discuss ways to support the intern.
- **Be available to hear intern concerns in a welcoming manner.** Teacher interns often feel intimidated to approach their cooperating teacher in fear of overstepping their boundaries. If something does not seem right with your teacher intern's performance in the classroom, chances are they are struggling and may be afraid to ask for help.
- **Give positive feedback regularly.** Teacher interns are often unsure of themselves and can be nervous as this is their first time "onstage". They are often looking for feedback as a way to improve on their weaknesses, build on their strengths, and to boost their confidence. Be mindful to provide constructive criticism in an encouraging manner.
- **Give honest, constructive feedback.** Provide constructive criticism. Interns need to know what to improve and how to improve their skills.
- **Encourage the teacher intern** to develop self-direction in planning, understanding students, acquiring a variety of teaching techniques, utilizing a variety of instructional materials, and disciplinary practices.
- **Serve as a sounding board** for reflection by the teacher intern.
- **Become a member of Montclair's Clinical Faculty program** and take advantage of the professional development opportunities it offers. Visit www.msuner.org for details.
- **Avoid comparisons** (in your head and out loud) with other teacher interns you have hosted or in your building. Just like your own classroom students, teacher interns each develop differently. While it is natural to do some benchmarking, comparisons often lead to unrealistic—and unfair—expectations. Also avoid comparisons with your *own* student teaching experience or "how things used to be."

Intern Absences

Experience has shown that one of the most common challenges in the CT-intern relationship is tardiness or absence. It is helpful to keep in mind that:

- It is a good idea to establish clearly from the start the latest time the intern should arrive *in your classroom* and the earliest time you expect the intern to leave the classroom at the end of the day.
- Establish clear expectations for "at work" time if working remotely.
- Interns must report absences to the Center of Pedagogy using the online absence reporting form as soon as possible and without exception. **Never make a private arrangement with an intern to let an absence go unreported to the University** – you are serving in a University-appointed position as a professional teacher educator. Illness, family emergencies, and other situations come up, but even in the most understandable of circumstances we must work together to ensure that interns meet University and State requirements for fulfilling required hours for Clinical II.
- Interns must notify you of their absence as soon as possible.
- Interns must sign in and out at the school every day, no exceptions. If the school does not have an appropriate log book the intern should create a log to keep in the classroom.
- Write down the day(s) your teacher intern is absent, arrives late or leaves early.
- If your teacher intern is absent for more than 5 days and/or is late or leaves early more than 3 times, you should contact the Center of Pedagogy at clinicalinternships@montclair.edu.
- The only acceptable reasons for absences include illness, family illness/emergency, religious observance and bereavement. Job interviews, other employment (e.g., coaching), family trips, weather, etc. are not excused reasons for being late or absent, as they would not be for a regular teacher at the school.

COOPERATING TEACHER HONORARIUMS & PROFESSIONAL DEVELOPMENT OPPORTUNITIES

The University offers a \$400 honorarium to cooperating teachers who have worked with a teacher intern for the full semester. The amount is prorated when two or more CTs work with the same intern.

New cooperating teachers complete a brief form for the University's financial system. Return cooperating teachers with no name or address changes no longer need to submit any forms. Honorarium information is available on the Cooperating Teacher web site located at <https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>.

- Due to University budget rules, we cannot honor payment requests made after the semester ends.
- If there are any changes in the assignment, or the amount of time a cooperating teacher is spending with a teacher intern, notify the Office of Clinical Internships as soon as possible. Honorarium adjustments will be made accordingly.

Are you a Clinical Faculty Member in the MSU Network for Educational Renewal (MSUNER)?

While all cooperating teachers in MSUNER districts have access to special privileges and resources, there are extra benefits associated with becoming a clinical faculty member.

Please visit www.msuner.org
to learn more about this opportunity to grow professionally as a teacher, mentor,
and teacher educator!

CLINICAL PRACTICE II ASSESSMENT: OVERVIEW

Progress Reports are the official ongoing assessments for Clinical II, and we ask that cooperating teachers and university mentors submit their assessments online so that the results can be shared between and amongst all of you. During the semester interns will receive 6 progress reports from the university mentor based on observations. Interns will receive the following from the cooperating teacher(s):

-
- If one cooperating teacher for entire semester: 4 official progress reports
 - If two cooperating teachers: 2 official progress reports from each CT
-

Progress reports should only be submitted collaboratively by cooperating teachers if they observed the same lesson, since progress reports are for specific lessons, not overall progress.

The Clinical Practice II Final Assessment is the overall assessment. It is identical to the Progress Report except it has a space at the end for a final letter grade. It is completed by the university mentor and the cooperating teacher. In cases where there are two cooperating teachers, CTs each can submit a Final Assessment or they can submit one together. Final Assessments are submitted in the Anthology system. Mentors/CTs are expected to share their evaluations with interns in hard copy form prior to completing the online form as this should be a transparent process that involves clear communication between all parties involved – the Final Assessment and overall grade should not be a surprise.

THE ASSESSMENT PROCESS

Progress Reports are based on specific pre-planned observations of intern-led instruction.

Ideally observations will be conducted in person, but if necessary they can be done remotely. If permitted, a lesson being taught in a physical classroom can be taped or live streamed for the mentor to observe if the mentor is unable to attend in person for any reason. If a lesson is being conducted online, arrangements should be made either for the lesson to be taped or for the mentor to have access to the learning community to participate as an observer. Cooperating teachers are asked to help facilitate this process.

1. **Pre-observation conference:** The CT/Mentor and intern must have a pre-observation conference to review the teacher intern's instructional and assessment plans and prepare for the observation. This pre-observation must be a live conversation conducted in person, by phone, or by video conference.
 - a. *Review the instructional plan for the lesson/learning experience that will be observed.*
 - b. *Review the unit from which the lesson to be observed is taken.*
 - c. *Consider questions such as the following:*
 - i. What makes the stated learning objectives for this lesson appropriate for the students?
 - ii. Are there any English language learners (ELLs) in the class? What are their levels of proficiency in English? What accommodations, if any, will the intern be making in this lesson for them?
 - iii. Are there any students with disabilities in the class? What are their special needs? What accommodations, if any, will the intern be making in this lesson for them?
2. **Classroom observation:** The observation should allow the CT/mentor to make professional judgments about and give feedback to the teacher intern about their implementation of instruction.
3. **Post-observation conference:** This is perhaps the most important step, and should be a valued part of the process. The post-observation should provide the teacher intern with the opportunity to reflect on their teaching, how they use assessments to promote student learning, effectively communicate, and interact with students and the CT. In addition to

hearing from the intern, the CT/mentor are expected to provide specific feedback to the teacher intern on the learning and teaching strategies as identified in the Clinical II assessment rubric.

The CT/mentor should ask questions such as the following:

- a. How did you feel the lesson went? What do you think worked well in the lesson? What did not work well? Did students meet the objectives you expected of them? How do you know this?
- b. If you had this lesson to do over again, what would you do differently?
- c. What sources have you gone to for support of student learning and /or well-being? (e.g., mentor, administrators, other school personnel, students' families)? What did you learn from these sources?
- d. If students with disabilities or ELL were present: How do you know the students with disabilities and/or ELL met the objectives you had for the lesson?

CLINICAL II ASSESSMENT: DETERMINING A FINAL GRADE

The grade assigned by a CT or mentor is at their discretion and reflects the quality of work demonstrated in the formal assessments and ongoing communication of progress throughout the semester. Please note the following:

Final grades (issued as part of the Final Assessment) must be submitted to the Center of Pedagogy in Anthology by Friday, Dec 9th. Late grades can delay the teacher intern's certification and graduation.

- There is no defined correlation between the numerical ratings and the final letter grade. 4's do not equal As, 3's do not equal Bs, and so on. We want CTs/Mentors to feel that they have flexibility regarding final grades.
- Grades provided by CTs and mentors are averaged by the Instructor of Record, Caroline Murray, to determine the overall final grade that will appear on the transcript.
 - o Undergraduates are required to receive a B- or better in Clinical Practice II and Seminar II or else they need to retake the semester. Graduate students must receive a C- or better in Clinical Practice II and Seminar II and failure to obtain a B- or better may result in dismissal from the Teacher Education Program and/or Graduate School. Therefore, if a mentor or cooperating teacher feels a grade below B- has been earned, follow up is conducted by the intern's field team and the Center of Pedagogy Office of Clinical Internships.
 - o In the case of a grade below a B-, we ask that you contact Caroline Murray, Director of Clinical Internships, to discuss (murrayc@montclair.edu). While it is our goal and desire to fully support and prepare each teacher intern to be successful in their own classroom, ultimately it is our collective responsibility to ensure that graduates of our program are individuals who we believe will have a positive impact on the lives of students.
- Interns should not be surprised by the final letter grade they receive, even if they do not agree with that grade.
- Cooperating teachers and mentors should openly share their final grade with interns.
- The final grade should reflect the intern's abilities and progress as a teacher intern who is preparing for classroom responsibilities; interns should not be evaluated at the same level that a first-year teacher would be evaluated.

A	Intern has received all 3s and 4s on progress reports and final evaluation. Intern performance has been "excellent" in a majority of criteria and unsatisfactory in none. In your opinion, intern is a highly desirable candidate for any school system. It is not necessary to give an intern 4s in order to give them an A grade.
A-	Intern has received mostly 3s and some 4s on progress reports and the final evaluation. Intern performance has been "excellent" in some criteria and satisfactory in most.
B+, B or B-	Intern has received mostly 3s on progress reports and the final evaluation, with some 2s. Satisfactory but not outstanding performance in all respects, and unsatisfactory in none.
C	Intern has received mostly 2s and some 1s on progress reports and final evaluation, and/or evaluations began stronger at the start of the semester and finished less strong. Unsatisfactory in one or more critical respects. Not recommended for teaching without extensive remedial work in a number of important areas. This is not a passing grade.
F	Failure. In your opinion, the intern does not yet have the competence for effective teaching.

SUCCESSFUL COMPLETION OF CLINICAL II

Once grades are submitted by mentors/cooperating teachers, the Director of Clinical Internships in the Center of Pedagogy determines each intern's final overall grade and submits it to the Registrar. Successful completion of Clinical II is based on the mentor and cooperating teacher grades, along with the following factors:

1. Attendance (met the attendance guidelines provided on previous pages; communicated clearly and accurately any absences/late arrivals/early departures, etc.)
2. Professionalism and Dispositions (met Teacher Education Program guidelines for professionalism as outlined in this packet, in the Teacher Education Program Handbook, in the Portrait of the Teacher, and the Montclair Standards)
3. Completion of required surveys (Clinical II Survey and PSI Survey – both due May 3, 2024).
4. Successful completion of Seminar II (interns cannot receive a passing grade in Clinical II without receiving a passing grade in Seminar II and vice versa)
5. Feedback from placement school faculty/staff (e.g., principal), Montclair faculty/staff, and the Office of Clinical Internships Placement Specialist.

It is therefore possible to complete the semester in terms of attendance, assignments, etc. and even receive passing grades from cooperating teachers/mentors and still receive a failing grade or IN for the course.

Termination of Clinical II Prior to the End of the Semester

Whereas for on-campus courses inadequate progress or demonstration of learning/growth typically only affects the student, in field-based courses the learning and growth of the P-12 students can also be adversely affected if the teacher intern is unable to provide adequate instruction. Faculty and staff in the Teacher Education Program are committed to helping each teacher intern develop successfully, but the needs of the P-12 students must be the highest priority. A teacher intern's Clinical II placement may be canceled due to:

- Mutual agreement because of illness or an emergency.
- Failure of the teacher intern to perform in a satisfactory manner as evaluated by the cooperating teacher, mentor, school administrator, University faculty/staff, and/or Deputy Executive Director of the Center of Pedagogy. This may include but is not limited to: unsatisfactory lesson planning and/or implementation; unsatisfactory preparation for classes; excessive tardiness/absences; lack of professional demeanor/behavior in the classroom, school, online, et al; poor communication with cooperating teacher, mentor, or others; inappropriate actions/language toward or about students in the classroom; insufficient overall progress; lack of leadership/initiative.

If an intern's placement is canceled for any of these reasons, the intern will not be replaced in the same semester and must repeat the Clinical II/Seminar II semester. University policies regarding withdrawals, incompletes, and F's apply (e.g., in terms of tuition reimbursement, transcripts, etc.) It's important to remember that since Seminar II and Clinical II are inextricably linked, it is not possible to pass one course without passing the other; if an intern fails, withdraws or receives an Incomplete in one course, they necessarily must be issued the equivalent grade in the other course.

LEGAL ISSUES AND PROFESSIONAL ETHICS FOR THE CLINICAL II SEMESTER

Legal Protection of the Teacher Intern

The teacher intern, during his/her Clinical I and II semesters, 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 student teaching 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. L.1967, c.271; amended 1977, c.216; 2001, c.178, s.2.

Personal Property and Injury

Although incidents are rare, it is possible for an intern to experience a loss of personal property and/or injury during a 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 Montclair'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 teacher 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 a teacher 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 teacher intern should contact the Center of Pedagogy's 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, the intern is a reflection of Montclair State University. It is expected that the teacher intern will conduct himself/herself ethically, upholding the standards of the profession. Likewise, the intern 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

The New Jersey Code 6:29-92 requires that "school personnel who have reasonable cause to believe that a child has been subjected to child abuse.....shall immediately report to the Department of Children Protection and Permanency." **As a teacher intern, you are considered to be a part of the "school personnel" and are liable for reporting suspected abuse to DCP&P.** 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.

TEACHER EDUCATION SUPPORT TEAM

	Name	Title	Phone number	Email
Office of Clinical Internships in the Center of Pedagogy	Ms. Caroline Murray	Assistant Director of the CoP & Director of Clinical Internships	973-655-7802	murrayc@montclair.edu
	Ms. Scotta Frye	Program Specialist (Subject Areas P-12)	973-655-7635	fryesc@montclair.edu
	Ms. Gina Martino	Program Specialist (P-3 & K-6)	973-655-7693	martinog@montclair.edu
	Mr. Nathan Cottrell	Program Associate	973-655-4110	clinicalinternships@montclair.edu
Department of Teaching and Learning	Dr. Linda Wise	Chair	973-655-4436	wisel@montclair.edu
	Dr. Doug Larkin	Deputy Chair	973-655-5183	larkind@montclair.edu
	Dr. Jennifer Goeke	GR Subject Area Program Coordinator	973-655-6943	goekej@montclair.edu
	Dr. Emily Klein	UG Subject Area Program Coordinator	973-655-3454 (email preferred)	kleine@montclair.edu
	Ms. Naome Dunnell	Undergraduate Program Coordinator, P3, K6, P-12	973-655-5407	dunnelln@montclair.edu
	Dr. Minsun Shin	Graduate P-3 Coordinator	973-655-6961	shinm@montclair.edu
	Dr. Priya Voleti	Interim Coordinator, P-3/K-6 B/MAT Program	973-655-5407	voletip@montclair.edu
	Dr. Talida State	Coordinator, P-12 B/MAT Program	973-655-6709	statet@montclair.edu
	Ms. Trish Watson	Department Administrator	973-655-7360	watsonp@mail.montclair.edu
	Ms. Samita Mezger	Graduate Program Administrator	973-655-5407	mezgers@montclair.edu
	Dr. Loretta Bellina	Clinical Coordinator	973-655-5407	bellinal@montclair.edu

Cooperating Teacher Resource website:

<https://www.montclair.edu/center-of-pedagogy/cooperating-teacher-resource/>

The Clinical II Timeline

Below are timelines based on the type of placement required for your program. Please refer to the timeline that best describes your Clinical II placement type. Contact the Office of Clinical Internships for guidance if you are not sure which placement type applies to you.

1. Single Placement:

One or more cooperating teachers working in one classroom setting for the entire semester. This can apply to both single and dual certification candidates. See page 16 for this timeline.

2. Multiple Placement for Dual Certification TSD Candidates:

Combined Bachelor's/Master's interns and graduate MAT dual certification TSD interns who have one setting with a general education certified teacher and one setting with a TSD-certified teacher. See page 21 for this timeline. Please email Gina Martino with any questions concerning dual certification placements at martinog@montclair.edu.

P3/K6 SINGLE PLACEMENT TIMELINE

This timeline is applicable for the teacher intern who is working in one classroom for the entire semester, regardless of whether there is one or more cooperating teachers in that classroom. This can apply to both single and dual certification interns. This timeline should be used as a tool to guide your experiences during the Clinical II semester. Use it to ensure that you are learning and progressing as planned. There is no specific sequence to the tasks listed below. Since every classroom is different, each teacher intern's timeline will be slightly different. In the space provided on the right, keep track of when issues/tasks were discussed/completed. Share your timeline with your cooperating teacher and mentor on a regular basis. It is a good tool to use at weekly meetings with your cooperating teacher. At the end of each section there is room to include additional information for other experiences not listed here. **At the end of the semester, you are required to give your completed timeline to your Seminar II instructor.**

WEEKS ONE – THREE	DATES – EXAMPLES
<p>1. Set a mutually convenient, <i>sacred</i>, weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned.</p> <p>NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.</p>	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Try to write in your journal each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Review the school's faculty handbook and any materials teachers receive from the school or district administration. Ask questions.	
5. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure his/her permission before dissemination to parents.	
6. Discuss school policies and clerical/administrative responsibilities with your CT.	
7. Reintroduce/introduce yourself to the principal, other grade level teachers and specialists, special educators, custodians, office secretaries, etc.	
8. Attend staff meetings and all others meetings that your CT attends.	

P3/K6SINGLE PLACEMENT TIMELINE

9. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaire from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
10. Set up/add to your filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.) Save documentation of what you have done in the classroom (examples of student work, pictures of projects, pictures of you working with students, lesson plans, reflections on your teaching, etc.) in order to document your work in your portfolio.	
11. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
12. Select at least one curriculum area and take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
13. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
14. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
15. Plan and mount a bulletin board. Take a picture for documentation. This can be done virtually as well as in the building!	
16. Contact your university mentor to set up observation dates post-observation conference times.	

P3/K6 SINGLE PLACEMENT TIMELINE

WEEKS THREE – EIGHT	
1. Work toward planning a whole day to a whole week with your CT. Take on responsibility for 2 – 3 additional content areas. Integrate content areas.	
2. Develop and implement a range of assessments with students (individual and whole group).	
3. Critically evaluate your own activities and interactions with students in your classroom. Keep a journal on events and interactions that take place in the classroom. Reflect on your response to these events and interactions. (Certain journal entries are required for seminar.)	
4. Offer your CT constructive suggestions regarding classroom related ideas.	
5. If possible given remote learning contexts, observe and meet with special educators. Discuss Child Study Team tasks, referral procedures, IEPs, communication with families, adapting curriculum for children with special needs, etc.	
6. Review progress on your professional goals with CT and mentor.	
7. Continue selecting artifacts for your portfolio:(lesson plans, unit maps, integrated lessons), assessment (student work, various assessment types), parent engagement (letters to parents, meetings, conferences, etc.), professional development (workshops attended, staff development activities in the school, mentor assessments of your work, etc.).Each artifact must be accompanied by a reflection (your thoughts on ‘transformative moments’ in the classroom. Take pictures in the classroom – especially pictures of you working with students.	
8. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum, questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
9. Visit other classrooms if possible. Reach out to master teachers who have special skills and interests (e.g., long distance learning, special interests in the arts, working with diverse learners, adapting curriculum, etc.)	

10. Attend parent/family-teacher conferences.	
11. Find ways to interact with the principal.	

12. Contact your university mentor to set up observation dates.	
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WEEKS EIGHT – THIRTEEN

1. Continue to add artifacts to your portfolio. Ask your CT to review your portfolio with you. Emphasize your strengths and send clear messages. Proofread carefully.	
2. Critically evaluate your practice.	
3. Work with your CT to problem solve classroom dilemmas.	
4. Communicate with parents – participate in parent conferences or meetings.	
5. Participate in staff development workshops and other opportunities. If possible, visit other classes and professionals in your school.	
6. Plan a virtual field trip. Use a wide variety of resources when planning lessons.	
7. Test strategies that you have developed as a teacher (e.g., a management strategy different from the one your CT uses.)	
8. Take full responsibility for planning, implementing, and assessing all classrooms activities for a minimum of two weeks. (This does not mean your CT sits back - only that you are driving the decision-making and planning during this time.)	
9. Contact your university mentor to set up observation dates and post-conference times.	

P3/K6 SINGLE PLACEMENT TIMELINE

WEEKS THIRTEEN – FIFTEEN	
1. Bring closure to your ‘major’ work with students.	
2. Visit other classrooms if possible.	
3. Finish downloading artifacts to your portfolio. Critically assess what you have accomplished this semester.	
4. Ask your CT to review your portfolio and resume with you, and to discuss responses to possible interview questions with you.	
5. Ask the principal or a teacher if they would conduct a mock interview with you for a position in your school. (The more practice you get, the better!) A mock interview is required for all Seminar II interns by the end of the semester. This may be completed during Seminar or through the CEHS Career Services Mock Interview Week.	
6. Reflect on how you would like to say good-bye to your students and implement a plan you have discussed with your CT.	
7. During the last two weeks of the semester you should move back to a supporting role in the classroom rather than a dominant one. Discuss ‘separation’ strategies with your CT and mentor.	
8. Conference with your mentor and CT regarding your Final Assessment of Clinical II.	

DON'T FORGET TO RETURN THIS FULLY COMPLETED TIMELINE TO YOUR SEMINAR PROFESSOR!

Name: _____

P3/K6 MULTIPLE PLACEMENT TIMELINE

This timeline is applicable to interns who are in a dual certification TSD program (K-6/TSD MAT; P-3/TSD MAT) who have been assigned 2 (or more) separate settings in order to gain experience working with typically-developing students as well as students who have identified special needs. Interns with multiple placements usually spend 7-8 weeks in one classroom then 7-8 weeks in the second classroom. E.g., a candidate may be assigned to a general education 2nd grade classroom for Clinical I and then continue in that same classroom for the first 7 weeks of Clinical II. Then the candidate might move to a resource room setting for the remaining 8 weeks.

This timeline should be used as a tool to guide your experiences during the Clinical II semester. Use it to ensure that you are learning and progressing as planned. There is no specific sequence to the tasks listed below. Since every classroom is different, particularly for dual certification candidates, each teacher intern's timeline will be slightly different. In the space provided on the right, keep track of when issues/tasks were discussed/completed. Share your timeline with your cooperating teacher and mentor on a regular basis. It is a good tool to use at weekly meetings with your cooperating teacher. At the end of each section there is room to include additional information for other experiences not listed here. **At the end of the semester, you are required to give your completed timeline to your Seminar II instructor.**

DURING THE FIRST 2 WEEKS IN EACH PLACEMENT:

1. Set a mutually convenient, <i>sacred</i> , weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned. NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Try to write in your journal each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Review the school's faculty handbook and any materials teachers receive from the school or district administration. Ask questions.	
5. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure their permission before you share the letter with parents.	
6. Discuss school policies and clerical/administrative responsibilities with your CT. Request the opportunity to review the IEPs of any students in your classroom.	

P3/K6 MULTIPLE PLACEMENT TIMELINE

7. Reintroduce/introduce yourself to the principal, other grade level teachers and specialists, special educators, custodians, office secretaries, etc.	
8. Attend staff meetings and all others meetings that your CT attends.	
9. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaire from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
10. Set up/continue to add to your filing system that allows you to build a repertoire of 'good ideas' (i.e., loose leaf notebook, box of index cards, computer file, hanging folders, box o' stuff, etc.) Save documents (examples of student work, pictures of projects, pictures of you working with students, lesson plans, reflections on your teaching, etc.) directly to your e-portfolio or on your computer.	
11. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
12. Select at least one curriculum area and quickly take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
13. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
14. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
15. Contact your university mentor to set up observation dates. (The mentor should do one informal and two formal observations for this half of the split.)	

WEEKS THREE – FIVE IN YOUR FIRST PLACEMENT

1. Work toward planning a whole day to a whole week with your CT. Take on responsibility for 2 – 3 additional content areas. Integrate content areas. THIS DOES NOT MEAN THAT YOU DO ALL THE PLANNING. By this time you need to know how your CT plans for a full week in this classroom.	
3. Critically evaluate your own activities and interactions with students in your classroom. Keep a journal on events and interactions that take place in the classroom. Reflect on your response to these events and interactions. (Certain journal entries are required for seminar.)	

P3/K6 MULTIPLE PLACEMENT TIMELINE

4. Offer your CT constructive suggestions regarding classroom related ideas.	
5. If possible, observe and meet with special educators. Discuss Child Study Team tasks, referral procedures, IEPs, communication with families, adapting curriculum for children with special needs, etc. THIS ITEM MAY BE MORE APPROPRIATE TO YOUR SECOND SETTING.	
6. Review progress on your professional goals with CT and mentor.	
7. Continue collecting artifacts for your portfolio. Put artifacts directly into your E-Portfolio or on your computer. Write out your 'narrative' (context and content of the artifact) and your reflection on the artifact. DO IT NOW. Don't wait. With permission, take pictures in the (virtual) classroom – especially pictures of you working with students.	
8. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum, questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
9. Visit other classrooms if possible. Reach out to master teachers who have special skills and interests (e.g., long distance learning, special interests in the arts, working with diverse learners, adapting curriculum, etc.)	
10. Find ways to interact with the principal.	
11. Contact your university mentor to set up observation dates.	

WEEKS SIX AND SEVEN IN YOUR FIRST PLACEMENT

1. Continue to collect artifacts for your portfolio. Decide how you will organize your portfolio and what you want to include. Emphasize your strengths and send clear messages.	
2. Critically evaluate your practice in this placement.	
3. Work with your CT to problem solve classroom dilemmas.	
4. Communicate with parents – participate in parent conferences or meetings – as appropriate.	
5. Participate in staff development workshops and other opportunities. Attend all meetings that your CT attends.	

P3/K6 MULTIPLE PLACEMENT TIMELINE

6. Plan a virtual field trip, if possible, or discuss with your CT how to plan a field trip. Use a wide variety of resources when planning a field trip.	
7. Practice strategies that you have developed as a teacher (e.g., a management strategy different from the one your CT uses.)	
8. Take full responsibility for planning, implementing, and assessing all classrooms activities for a minimum of one week, as appropriate. (This does NOT mean that your CT sits back, only that you take the lead in decision-making.)	
9. Complete the Assessment of Student Learning Assessment OR decide to complete it in your next placement.	
10. Discuss with your CT how you will bring closure to your time in the placement. Discuss how you will say 'good-bye' to your children.	
11. Meet with your mentor and CT for a final conference.	

FIRST TWO WEEKS IN YOUR SECOND PLACEMENT

<p>1. Set a mutually convenient, <i>sacred</i>, weekly meeting time with your CT. Your weekly conferences should be at least one half hour. You (the teacher intern) are responsible for planning the agenda for these conferences. Record the dates of these meetings in the column to the right. Please notify your mentor or seminar leader if these weekly meetings do not take place as planned.</p> <p>NOTE: You must share a written lesson plan with your CT at least two days before the lesson is implemented. You must also share a written lesson with your mentor the day they come to observe you, or before that date if requested by the mentor.</p>	
2. Review the Clinical II Progress Report rubric with your CT to be sure that you are both clear about the expectations for both formal observations and ongoing development.	
3. Begin a personal and professional journal of your Clinical II experiences. Try to write in your journal each day. You will be required to hand in some journal entries as part of your seminar assignments either in written form or by email.	
4. Introduce yourself to parents by writing a letter about yourself and your work in the classroom. Share this letter with your CT and secure their permission before you share the letter with parents.	

5. Discuss classroom policies, procedures, and routines with your CT. Request the opportunity to review the IEPs of any students in your classroom.	
6. Attend staff meetings and all others meetings that your CT attends.	
7. Collect data on each student in your classroom (i.e., observations, assessments, anecdotal records, sociograms, prior reports, info questionnaire from parents, etc.) Experiment with strategies that will help you 'come to know' your students well. Ask your CT how they keep records on individual students. Find a strategy that works for you.	
8. Work with small groups of students and continue to take on different kinds of responsibilities in the classroom.	
9. Select at least one curriculum area and quickly take on more and more responsibility for planning, implementing and assessing lessons. Share written lessons plans with your CT.	
10. Review the curriculum suggested/mandated by the school, district and state. Begin with the subject area(s) you are working on. Review the appropriate teacher manuals each time you take on a new content area.	
11. Discuss/review classroom routines and classroom management techniques with your cooperating teacher.	
12. Contact your university mentor to set up observation dates. (The mentor should do one informal and two formal observations for this half of the split.)	

WEEKS THREE TO FIVE IN SECOND PLACEMENT

1. Take on as much responsibility for classroom tasks as quickly as you can. Learn classroom routines and procedures.	
2. Take over large and small group lessons. Cover each of the subject areas as appropriate for this setting.	
3. Develop a day-to-day and week-to-week calendar so that you know which lessons you will be doing and when.	
4. Complete a minimum of 4 lessons in this setting that are observed by your mentor or cooperating teacher. Each of these lessons must be written up in the MSU format, and shared with your CT or mentor in advance of your lesson.	
5. Plan a whole day and then a whole week with your CT. Take on as much responsibility for a week of planning as possible.	
6. Communicate with parents. Attend parent conferences as appropriate.	

P3/K6 MULTIPLE PLACEMENT TIMELINE

7. Attend an IEP meeting, as appropriate.	
8. Self-assess your abilities in the classroom. Focus on particular skills that you need to develop or improve – e.g., adapting curriculum, questioning techniques, managing large groups, etc. Refer to your original goals for the semester, and revise them if necessary.	
9. Continue to collect artifacts for your e-portfolio. Be sure that this placement is well represented in your portfolio.	

WEEKS SIX AND SEVEN IN YOUR SECOND PLACEMENT

1. Implement a whole week of lessons. Take as much responsibility as possible for the week's lessons. Cover each subject area, as appropriate.	
2. During the last week in the placement, begin to pull back from your role as a teacher.	
3. Discuss with your CT how you will bring closure to this experience and how you will say good-bye to your students.	
4. Meet with your mentor and CT for a final conference. Critically evaluate your practice in this placement.	
5. Ask the principal, administrator or teacher if they would conduct a mock interview with you for a position in your school. (The more practice you get, the better!) A mock interview is required for all Seminar II students by the end of the semester.	
6. Decide how you will say good-bye to your new colleagues in this school.	

DON'T FORGET TO RETURN THIS FULLY COMPLETED TIMELINE TO YOUR SEMINAR PROFESSOR!