

Senior Clinical Practice Handbook

Office of Field Placement and Student Affairs College of Education and Human Services Seton Hall University

I. The College of Education & Human Services

Welcome to the College of Education and Human Services! A key portion of your teacher preparation program involves your work in field experiences. The College mission statement describes our tradition of service in a wide range of settings:

The College of Education and Human Services fulfills the mission of Seton Hall by preparing candidates for careers in the helping professions. The spirit of St. Elizabeth Ann Seton, noted for work with children and education, is manifest in each department. The various curricula develop the knowledge, skills, competencies and moral and ethical values necessary for outstanding performance in teaching, educational leadership, professional psychology and family therapy.

Students are prepared to serve a diverse range of clients of varying ages, ethnic, racial, cultural, religious, and social backgrounds, lifestyles, and abilities. The College enables its candidates to work with individuals, families, and groups in a variety of settings including public and private schools from preschool to higher education, hospitals, clinics, mental health agencies, social agencies, counseling centers, correctional facilities, and the private practice of psychology and marriage and family therapy.

Each program is committed to developing collaborative relationships and cooperative efforts with schools, agencies, and institutions so that its efforts remain linked to the world of practice and research, and meet the needs of communities.

This mission statement provides the foundation for our daily practice and ***vision of what we would like candidates to know and be able to do*** when they graduate from the College of Education and Human Services. Cooperating teachers, along with university faculty and field supervisors, work collaboratively to support this vision.

Vision: We strive to develop competent, socially conscious, reflective professionals.

Competence: Teachers considered competent within this vision are those who possess knowledge for themselves and also understand how to convey that knowledge to others. Knowledge alone, without the ability to effectively share it, is not enough to teach others.

Social Consciousness: Practicing good stewardship, through a willingness to learn about difference, modeling respect for others, and varying educational approaches to support

diverse individuals, is the foundation for the formation of socially conscious candidates and students. Connection and collaboration with colleagues and the community enhance social consciousness.

Reflection: Reflection is a tool to enhance learning, teaching, and leadership. It creates an imbalance or doubt in thinking, which creates opportunities for growth. Candidates who model introspection and self-awareness support environments where students also develop reflective skills about their own learning.

II. Professionalism

The College of Education and Human Services recognizes that a candidate's dispositional qualities (beliefs, attitudes, habits of thought) play an important role in their development as teachers. The Professional Code for Candidates listed below has been adopted by the Department of Educational Studies. The essential skills and qualities cited in the code are interwoven into our field evaluation forms.

Professional Code for Candidates:

Candidates enrolled in the teacher preparation programs in the College of Education and Human Services operate under the following professional code:

(1) Professionalism:

(a.) Ethics: candidates maintain the highest level of ethics to include submission of original work; fully cite all sources associated with the development of their work (including information from the Internet); and recognize that the university fully supports the use of anti-plagiarism software in support of academic integrity.

(b.) Social Skills: candidates maintain the highest level of respect in their verbal and written communications, and maintain appropriate physical space toward faculty, university staff, school personnel, peers, and students in the field. Candidates recognize that they are considered representatives of the university, college, and program when they are in their field placements. They are expected to adhere to the dress code of the field placement where they are working, recalling that their professional appearance and behavior reflects Seton Hall University. (See the College of Education & Human Services field handbook for more information.)

(c.) Organizational Skills: candidates are reliable, timely, and consistent in their presence and preparation for courses at the university as well as their field settings.

(2) Passion:

(a.) Respect: Candidates respect the context and experience of others, developing the skills to use that information in classroom conversation, writing, and lesson planning. Candidates display in action, word, and commitment their passion for the teaching profession, and the right for all children to have access to positive and productive learning environments. Candidates do not speak ill of others, instead providing valuable feedback to students and peers that fosters growth and development.

(b.) Life Long Learning: Candidates recognize that a career in the teaching profession means a dedication to life-long learning, requiring the commitment to continually update their content knowledge, and be open-minded to learn and incorporate new teaching methods to reach diverse learners.

The College has established a **Retention Committee**, comprised of faculty from the teacher preparation programs as well as from Arts and Sciences, a representative from the Office of Disability Support, and counseling services. The goal of the Retention Committee is to provide support and intervention for candidates who might be struggling in their classes or their field placements due to academic and/or dispositional issues. Candidates displaying a *consistent pattern* of difficulty across courses and/or field settings would be asked to meet with the Retention Committee to establish a plan for change with specific benchmarks and a contact person to make sure they are provided with the information they need to progress. Only after efforts to remediate a behavior have occurred and no change has taken place, would the committee discuss dismissal options from the College. A sample of the “Early Warning” form a supervisor or cooperating teacher might fill out to notify the field office of difficulty is provided in the appendix of this handbook.

Contact information:

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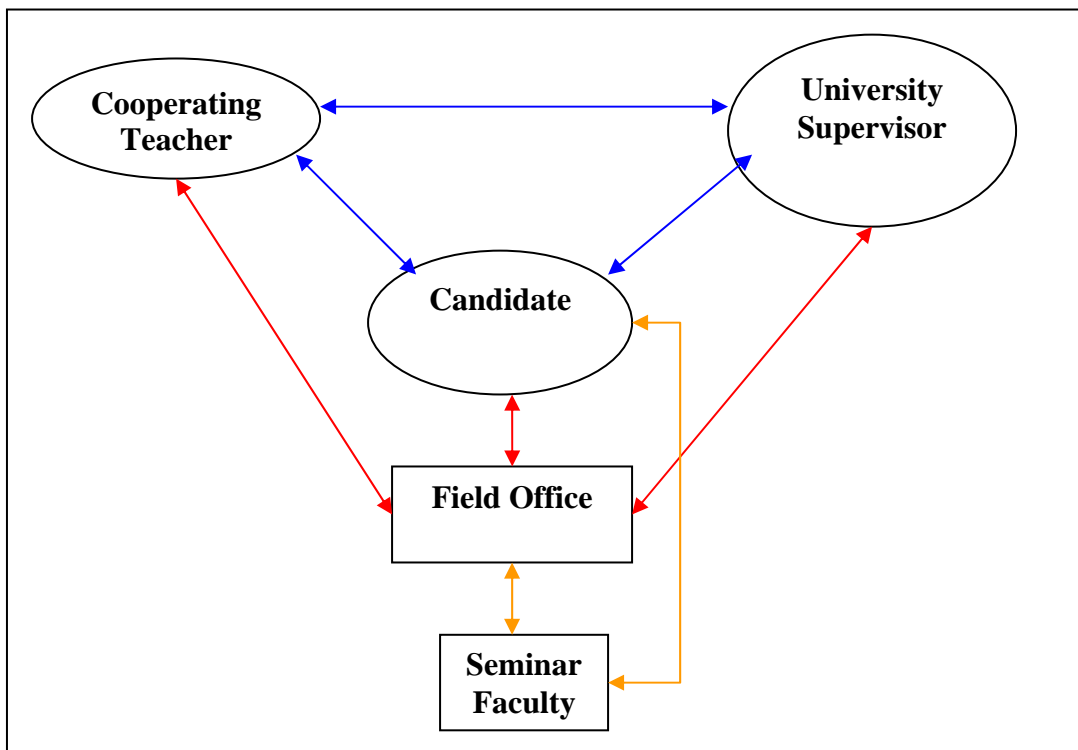
III. The Role of Cooperating Teachers:

Clinical practice is based on a triad model: cooperating teacher—teacher candidate—university supervisor. The cooperating teacher and supervisor work as a team to challenge, support, and guide the teacher candidate toward the vision of competence, social consciousness, and reflection. The essential key for success to this model is that communication must be consistent and clear among all the participants. If concerns arise by any of the participants, they **should be shared early on with each other and, if deemed necessary, the Office of Field Placement and the Retention Committee.**

Cooperating Teacher Role	University Supervisor Role	Teacher Candidate Role
<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. 2. Provide constructive and timely feedback to the senior teacher. 3. Set goals early on, with the senior teacher for his/her development by 	<ol style="list-style-type: none"> 1. Serve as an <i>active</i> participant in the preparation of a new teacher. Visit a minimum of eight times per semester. 2. Support the development of the teacher candidate through goal setting 	<ol style="list-style-type: none"> 1. Actively work toward their own development with goal setting; seek constructive feedback and respond to it; learn about families and school culture through attendance at meetings, and

<p>the end of the experience.</p> <p>4. Talk regularly with your teacher candidate to discuss his/her development and your thoughts about the process, as well as your experiences about what works and has not worked in the classroom.</p>	<p>with the cooperating teacher and the candidate along with providing constructive and timely feedback.</p> <p>3. Provide answers to policy questions that might arise and maintain contact with the Dean of the Office of Field Placement if problems arise.</p> <p>4. Attend the university supervisor training.</p>	<p>develop a positive rapport with students and colleagues.</p> <p>2. Model professional behavior through attendance, dress, language, respect for confidentiality and school rules.</p>
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The candidate’s clinical practice is taken in conjunction with a seminar on campus. The goal of the seminar is to provide structured opportunities for candidates to process and reflect on their teaching experience. Reflective journals, role playing how to talk to parents, brainstorming about behavior issues, and visiting peers in other types of settings, are some of the ways the faculty help candidates work through their experiences. Professional preparation is also discussed through mock interviews, portfolio development, and professional association standards. The faculty member teaching the seminar receives information regarding candidates’ performance through the Office of Field Placement.



Suggested Week-to-Week Activities Guide for the Clinical Practice

Week	Activities
One	Teacher candidates spend this week getting to know the students, familiarizing him/herself with the classroom rules and routines, and assisting the teacher with student needs.
Two	<p>The cooperating teacher, teacher candidate, and university supervisor meet to establish goals for the semester. The goals should address short term objectives as well as long range developmental issues. This plan will guide the triad for the remainder of the semester. <i>**If unexpected issues arise, the plan can and should be expanded to actively address those issues.</i></p> <p>The teacher candidate takes on one subject to plan and teach.</p>
Three-Seven	<p>The teacher candidate continues to take on subjects and planning. He/she should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits.</p> <p>The cooperating teacher and university supervisor should be providing regular, constructive feedback.</p>
Eight-Fourteen	<p>The teacher candidate, by the start of the eighth week, should be planning and teaching all the subjects. If there are multiple adults in the room, the teacher candidate is to plan for the activities of the support staff as well as for the students.</p> <p>The teacher candidate should be attending meetings, in-service workshops, and assisting in the activities associated with the daily work of teachers.</p> <p>The objectives and goals outlined in the plan are addressed through the daily teaching, routines, and supervision visits. The cooperating teacher and university</p>

	supervisor should be providing regular, constructive feedback.
Fifteen	The teacher candidate steps back into a support role so that the students can adjust to the transition back to the cooperating teacher. The senior continues to actively help the teacher and students in their support role.
Tips for the Clinical Practice:	
<ul style="list-style-type: none"> • Observe the classroom: look for teaching styles and differences in learning. Offer to help set up the classroom, develop bulletin boards, etc. • Participate in orientation meetings with local school officials and cooperating teachers. • Become familiar with the physical layout of the school. • Obtain the school/class schedule and student handbook, teacher handbook, policy handbook, and curriculum materials. • Be aware of school policies and general regulations that will affect you. • Obtain the home telephone number of the cooperating teacher and the telephone number of the school. 	

IV. Frequently Asked Questions:

How long do candidates have to remain in a classroom for their clinical practice?

- Candidates are required by state law to complete 15 full weeks of clinical practice. One absence is permitted. Any absences past that one day are required to be made-up during exam week of that semester. **All absences must be reported to the cooperating teacher, university supervisor if they were scheduled to visit that day, and the Field Office prior to 8:30am of that day.** Communication with your teacher regarding absences must be done in the form of a phone call; text messages are not acceptable.

What forms does my cooperating teacher have to submit?

- An honorium form, W-9, **a midterm and final evaluation form.**

What professional expectations are expected of candidates during clinical practice?

All candidates are expected to follow the Professional Code for Candidates.

Some highlights include:

- Arrive on time on a daily basis (at least 15 minutes prior to the arrival of the students OR at the specific time agreed upon by the cooperating teacher and teacher candidate)
- Dress appropriately, reflecting the culture and climate of the school.
- Maintain confidentiality regarding students and their records.
- Prepare lessons and activities in advance of their use in class. (Cooperating teachers need time to discuss the lessons with candidates regarding links to curriculum and other goals.)
- Seek and respond to constructive criticism

If a candidate *does NOT meet these expectations and the Professional Code*, the cooperating teacher is instructed to contact the field supervisor and the Office of Field Placement. Failure to modify the behavior within three to five days can result in further intervention from the Office of Field Placement and the Retention Committee.

Teacher Work Sample-Seminar Project

Senior candidates, in the seminar associated with their clinical practice, are required to complete a project called the “Teacher Work Sample” (TWS). The project is used nationally by many teacher preparation programs, particularly those accredited by NCATE.

The TWS requires candidates to design and teach a mini-unit (between 4 to 7 lessons). There are several components to the project:

- 1) Contextual Statement: This is a description of the community, district, school, classroom, and students the candidate is working with during their senior teaching. The purpose of this narrative is that candidates must consider the group and individual strengths and needs prior to the selection and planning of their mini-unit.
- 2) Goals and Objectives: After selecting a topic that can be taught in a focused time frame (in consultation with their teacher), candidates must consider the district curriculum and NJ core curriculum standards in order to write the goals and objectives for the mini-unit.
- 3) Design of Instruction: Candidates give their students a pre-assessment in order to determine their current level of knowledge. Using that information as well as the knowledge gained through the contextual statement, candidates design a series of lessons addressing the mini-unit objectives. Daily assessment is used to determine if student learning has occurred or if additional time or a modified approach is necessary.
- 4) Assessment: Candidates give a post-assessment at the end of the mini-unit to measure the level of student learning from the pre-assessment.
- 5) Evaluation: After presenting the data in the assessment section, candidates must review the factors influencing learning and consider why the results have occurred.
- 6) Reflection: Upon completion of the entire project, candidates are asked to reflect on their own work as teachers as well as the role of assessment in a teacher’s daily life to support student learning.

****Recommended topics for the mini-unit:** subjects that are taught on a daily basis or several times in a week are highly recommended. If a subject is taught once a week, and if that subject is sometimes skipped due to other obligations, the candidate does not have enough time to complete the project in a timely fashion.