



School of Education

MENTEE/MENTOR CLINICAL HANDBOOK

Effective Fall 2025

Welcome to Clinical Fieldwork!

This guide will assist both mentee and mentor through the current clinical fieldwork semester. When indicated, additional information from the **Stockton Teacher Education Handbook** should be reviewed:

https://stockton.edu/education/current-students/documents/Teacher_Education_Handbook.pdf

If there are remaining questions, please contact the respective faculty/staff member found on the next page.

To the MENTEE: Congratulations on making it to the next step towards a teaching career! Throughout your fieldwork, you will be referred to as the “teacher candidate” or “candidate.” Please read this handbook (and Teacher Education Handbook) carefully as you are responsible for all information that pertains to your level of fieldwork. Failure to follow directives and meet the expectations outlined in this document may result in disciplinary action and/or repeat of the course.

To the MENTOR: We greatly appreciate your willingness to serve as a mentor to one of Stockton University’s teacher candidates. As you are aware, future teachers can only learn so much through a college classroom; your role is critical as they continue to develop their craft from your practice, influence, and mentoring. You are an important part of our future generation of educators - we are excited to work with you. Please do not hesitate to contact your mentee’s instructor at any point throughout the semester.

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Stockton University Teacher Education Course Information

Teacher candidates must complete the following courses in the order shown below. Promotion to the next course in the sequence is contingent upon at least a B- overall grade and satisfactory performance in the field (as determined by coursework and input from mentor teachers via an instrument completed at the end of term).

Course	Hours	General Expectations	Contact Person
Clinical Experience EDUC 3100	50	This course is typically taken the first semester of junior year; it is the candidates' first fieldwork placement. The candidate should observe the mentor teacher's instruction and work with students 1:1.	Please contact your candidate's instructor: Dr. Daniel Tulino daniel.tulino@stockton.edu Dr. Meg White meg.white@stockton.edu
Clinical Practice I EDUC 3101	80	Within this second fieldwork placement, candidates will take on a more active role. In addition to the previous expectations, candidates should work with small groups, assist with the lesson preparation process and formative assessment grading. If comfortable, candidates may co-teach a whole group lesson.	Please contact your candidate's instructor: Dr. Jordan Corson jordan.corson@stockton.edu Dr. Stacey Culleney stacey.culleney@stockton.edu Dr. Meg White meg.white@stockton.edu
Clinical Practice II EDUC 4600	100	Candidates are now familiar with lesson planning and multiple models of instruction. In addition to the previous semesters' roles, they are expected to independently plan, teach, and reflect upon at least six full-length lessons. Candidates should be preparing for their full-time role as a student teacher in the subsequent semester.	Please contact your candidate's instructor: Dr. Stacey Culleney stacey.culleney@stockton.edu Prof. Laurie Derringer Laurie.derringer@stockton.edu Dr. Kim Lebak kimberly.lebak@stockton.edu Prof. Kim Tucker kimbely.tucker@stockton.edu
Final Clinical Practice EDUC 4990	15 weeks (full time)	Final Clinical Practice is previously known as student teaching. Under the mentor's guidance, candidates will be required to complete the instructional duties of a full-time teacher. Please refer to the Student Teaching Handbook for a full list of expectations.	Dr. Stacey Culleney Stacey.culleney@stockton.edu

General Expectations for all Teacher Candidates

Attendance

During the first mentor/mentee meeting, candidates will work with their mentor to create a weekly schedule of when they will report for fieldwork (ie - Mondays 8am-12pm and Wednesdays 8am-3:00pm). To limit disruption to student learning, candidates are expected to maintain this schedule until all hours are achieved. If a candidate needs to miss a field visit, they must contact the mentor at least 24 hours prior to their next scheduled visit. Failure to properly notify the mentor, aside from an emergency situation, will be reflected in the mentor's evaluation in the "Professionalism" attendance/punctuality category. Candidates are required to make up absences so that all hour requirements are met. We ask that the candidate contact the mentor directly to determine the best accommodations. Mentor and mentee should share contact information so both can be easily reached; communication should always remain professional.

Candidates are required to follow their assigned school's procedures for checking in and out of the building. A candidate may only sign themselves in and out of the building; colleagues may not do this for them. If there is a question about a candidate's hour completion, building log books will be reviewed. If the school does not require daily sign in/out, the candidate's hours will be documented by their completed Exxat Timesheet only.

Accountability

As indicated above, the Daily Log will document the candidate's fieldwork hours. The majority of hours must be completed with the BOE approved mentor. Candidates may only visit other teachers when approved by the mentor, during times that will enhance the candidate's professional growth (ie - during the mentor's lunch and/or prep period, during a repeated lesson already observed). If a logged observation is not signed by the mentor, including those with another teacher, hours will not be counted.

Do These Hours Count?

<u>Always Count</u>	<u>Never Count</u>	<u>Might Count (must be pre-approved by candidate's Stockton instructor)</u>
<ul style="list-style-type: none"> ● <i>Instructional Time (including specials/electives) - either observing or teaching</i> ● <i>Professional Development/ Inservice Sessions</i> ● <i>Team/Department/Faculty/ BOE Meetings</i> ● <i>Parent Conferences</i> ● <i>IEP/504 Meetings</i> ● <i>Field Trips/Assemblies</i> ● <i>Drills (ie - fire)</i> ● <i>After School Events that involve structured student interaction (ie - hw help, weekly/monthly club meetings)</i> 	<ul style="list-style-type: none"> ● <i>Before/After School Hours that do not involve structured student interaction</i> ● <i>Commuting Time (traveling to or from fieldwork school)</i> ● <i>Candidate's Lunch</i> ● <i>Daily After School Coaching/Advising (ie - athletic, theater, music)</i> 	<ul style="list-style-type: none"> ● <i>Recess (if indoor and structured)</i> ● <i>Grading Student Assessments (must be during official school hours and when the candidate is present at host school)</i> ● <i>Prep Periods*</i> ● <i>Study Hall*</i> ● <i>Nap Time**</i> ● <i>Duty Period (ie - bathroom, cafeteria, front office, outdoor recess)*</i>

**Only applies to the CPII Semester*

***Only applies to ECE candidates*

Dress Code

Candidates will wear business casual appropriate attire, following expectations of the host school. Candidates are **required** to wear their Stockton lanyard with their university ID. This may be in addition to individual school requirements. If the candidate's dress is not consistent with their school's dress code, the mentor should alert the candidate's instructor.

Exxat

The online platform, *Exxat*, will house fieldwork information and compliance items. Candidates will distribute forms to their mentor teacher (mentor contract, timesheets, and evaluations) at various points throughout the semester. Questions regarding Exxat should be first directed to the candidate's instructor. If unable to resolve the issue, the instructor will involve the Fieldwork Director. Sample Exxat Timesheet entries can be found on Page 24.

Professional Conduct

Candidates are expected to behave as professionals, following:

- New Jersey Professional Standards for Teachers:
<https://www.nj.gov/education/profdev/standards/docs/ProfStandardsforTeachersAlignmentwithInTASC.pdf>
- NEA Code of Ethics: <http://www.nea.org/home/30442.htm>
- **Stockton Teacher Education Handbook** (found on Stockton University's website)

As candidates are novices to the profession, we encourage mentors to share details on their school's specific policies and practices as an employee. Such details include, but are not limited to:

- School matters should remain confidential; photos and social media are prohibited.
- Candidate concerns about observation interactions with student/parents/staff/administration should be reported in a timely manner to the mentor and the candidate's instructor. See the **Stockton Teacher Education Handbook** for guidelines in Reporting of Allegations of Child Abuse.
- Cell phones should not be utilized during the school day.
- Videos needed for course assignments will need proper approvals, as indicated by the candidate's university instructor.
- Obscene or crude language is not permitted at any time, even out of the presence of students.
- Specifics regarding the school's practices: (ie - gum chewing, eating/drinking, smoking, parking, dress code).
- Guidelines for unusual circumstances (ie –COVID, emergency closures)

Program

Additional details on the Teacher Education Program and coursework can be found at:

- www.stockton.edu/education
- **Stockton Teacher Education Handbook** (as previously noted)

If any issues should arise, please contact the respective faculty/staff member found on Page 2. If at any time a Stockton faculty or staff member indicates that they have concerns about a candidate's progress and/or dispositions toward the teaching profession, the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a candidate from the Program. Specific procedures can be found in the **Stockton Teacher Education Handbook**.

Clinical Experience - EDUC 3100

Course Description

This course offers a guided experience of the activities and responsibilities of a P-12 teacher including a 50-hour clinical experience in an urban P-12 setting with exposure to at least two classroom settings. Course content includes background on understanding the learners, classroom, and school context.

Prerequisite Knowledge

Candidates have not yet experienced fieldwork hours. However, they may have completed professional courses on topics including: *psychology/development of the learner*, *diversity (within and beyond the school setting)*, *inclusive learning*, and/or *instructional technology*. Candidates' fieldwork experiences will be supplemented with in-class instruction where theory and practice will be connected.

Themes of this course will include behavior and classroom management, cultural and linguistic diversity, English Language Learners, students with special needs, and serving and supporting immigrant students.

Expectations for the Candidate

Candidates must be **active participants**. As a reminder, this is the candidate's first fieldwork placement and they have limited training in pedagogy and instruction.

Candidates are, at the very minimum, expected to:

- Observe the mentor's lesson preparation and instruction
- Understand the roles of other professionals and paraprofessionals in the classroom
- Circulate the room and support classroom instruction

Fieldwork Objectives:

- An overview of the varied learners in a classroom
- Discussion regarding the classroom environment, including creating a community of learners

50 hours:

- Please refer to the chart on page 3 to determine activities that are approved for hours.
- **Each observation/event must be documented in Exxat's Timesheet. Hours should be sent to the mentor at the end of each week for their electronic approval.**
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, the hours will not count.
- **At least one full bell-to-bell day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute towards their 50 hours of observation.
- Observations should include at least two different classroom settings (at least one which includes students with disabilities). Address the following notations in your Timesheet; choose two days where you will focus on one topic, so by the end you have addressed each topic at least twice. Depending on your time, you may be able to address some more than twice.
 - Support services: Discuss who the certified professionals are in your classroom? What is their role?
 - Multilingual Learners: How are Multilingual Learners' needs addressed in the classroom? How are their needs being addressed throughout the school day?
 - Students with disabilities: How are the needs of students with disabilities addressed in the classroom? Outside the classroom?
 - Classroom environment: Discuss the classroom management, behavior intervention, the design of the classroom, and the overall learning environment and its impact on student learning.

Assignments

Assignments in Clinical Experience will support candidates' understanding of the responsibilities of a P-12 teacher, including the roles various professionals play in a child's education. Candidates will also research and understand the demographics of their assigned community, district, and school. And finally, candidates will observe and write about the general principles of classroom and behavior management. Mentors may ask candidates to share assignment expectations by viewing the instructor's syllabus and/or course site.

Helpful Tips for Mentors

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent from your mentee via Exxat.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As a reminder, this is their very first placement; candidates have just begun their journey as a professional educator.
3. Find ways for the candidate to be a part of the class community. **Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1 student assistance, or creating a bulletin board. Do not let them sit idle in the back of the classroom.**
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2).

Mentor Evaluation

At the end of the semester the mentor will receive a prompt from Exxat to evaluate the candidate's performance and disposition. This evaluation will be completed electronically. Sections of the feedback will be labeled; some responses will be viewable by the candidate while other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Chair. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this evaluation can be found on the next page. **IMPORTANT: The candidate will not receive a course grade until the mentor's evaluation is received.**

Mentors: As part of the preparation to enter the teaching profession, a candidate in Clinical Experience is placed in an educational setting for a minimum of 50 hours over the course of the semester. This course provides candidates with an overview of an urban/diverse classroom, the roles and responsibilities of school personnel, and the ways in which schools interact with communities and parents. The clinical setting also provides an opportunity to develop an understanding of diversity (ethnic, linguistic, and academic) within a school setting, the structure of the classroom environment, and the varied needs of learners. Your candidate is currently in this experience. All responses you provide relate to the candidate's performance while in your school setting. Be aware that this is the candidate's **first formal experience** in an educational setting as a preservice teacher. As such, this is introductory in nature and provides an opportunity for the student to develop a sense of the classroom, school structure, and teacher's roles. Following successful completion of this experience, the candidate will complete two other field placements (80 hr and 100 hr) prior to student teaching.

Has the candidate completed a minimum of 50 visitation hours, including one full day?

Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?

Was the CEXP candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by observing the mentor's lesson preparation and instruction, understanding the roles of other professionals in the room, and circulating the room to support classroom instruction?

Did the candidate present themselves in a professional manner?

Rating Directions:

Please use the respective rubrics to rate the teacher candidate on each presented disposition. Scores for each of the dispositions will be used to track the candidate's progress throughout the education program. It is not used for a grade but rather an indicator of dispositional strengths and areas needing improvement. Please be honest so we can best prepare our future teachers. When rating your candidate **in this first semester of observations**, please note a (3) indicates outstanding performance, (2) indicates acceptable performance, and (1) indicates unacceptable performance.

Planning & Preparation: Knowing and Valuing Students

(3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.

(2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.

(1) Candidate demonstrates limited to no understanding of students' cognitive, physical, social and emotional development.

Learning Environments: Cultivating Respectful and Affirming Environments

(3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.

(2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.

(1) Candidate demonstrates limited to no ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

Learning Environments: Fostering a Culture for Learning

(3) Candidate encourages and supports teachers' practices in fostering a culture of learning in the classroom.

(2) Candidate supports teachers' practices in fostering a culture of learning in the classroom.

(1) Candidate has limited to no support of teacher's practices in fostering a culture of learning in the classroom.

Principled Teaching: Engaging in Reflective Practice

(3) Candidate reflects on various assets (community, student interests/learning profiles) that impact a positive learning environment.

(2) Candidate reflects on some assets (community, student interests/learning profiles) that impact a positive learning environment.

(1) Candidate has limited to no reflection regarding assets (community, student interests/learning profiles) that impact a positive learning environment.

Principled Teaching: Growing and Developing Professionally

(3) Candidate identifies skills (management, instructional strategies, professional collaboration) needed to successfully lead a classroom.

(2) Candidate identifies some skills (management, instructional strategies, professional collaboration) needed to successfully grow and develop professionally, and lead a classroom.

(1) Candidate identifies limited to no skills needed to grow and develop professionally and to successfully lead a classroom.

Confidential section (candidate will not see your responses to these questions in Exxat):

Next term, the candidate will complete 80 hours of fieldwork with more in-depth work that prepares them for teaching/instruction. Based on your best judgment, is the candidate ready for this experience?

Ready

Somewhat Ready

Not Ready (please respond to the next question)

What specific comments, commendations, or concerns do you have regarding the candidates' performance in your classroom?

Having reviewed Stockton's Educator Preparation Program sequence through the Mentee/Mentor Clinical Handbook, do you have any general comments or ways we can further support our candidates and your work as a mentor teacher?

Clinical Practice I - EDUC 3101

Course Description

Coursework focuses on varied lesson designs and instructional strategies to meet the needs of diverse learners, specifically those with IEP, 504, and ML needs, as noted within the candidate's required 80-hour fieldwork placement.

Prerequisite Knowledge

Prior to this course, candidates completed 50 hours of observation in an urban/diverse school. In addition, they have limited experience working with students 1:1 or in a small group setting. At this point in the sequence, candidates have explored the importance of cultural and linguistic diversity, understanding the role of the professionals and paraprofessionals in the classroom, and some behavior and classroom management.

In addition, candidates may have completed professional courses on topics including: *psychology of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology.*

Expectations for the Candidate

Candidates must be **active learners**. While observation of the mentor teacher is a valued component of Clinical Practice I, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on students' unique learning needs that must be met in planned instruction

80 hours:

- Please refer to the chart on page 3 to determine activities that are approved for hours.
- **Each observation/event must be documented in Exxat's Timesheet. Hours should be sent to the mentor at the end of each week for their electronic approval.**
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, hours will not count.
- **At least one full bell-to-bell day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute towards their 80 hours of observation.

Assignments

Assignments in Clinical Practice I will require candidates' interaction with curricular documents and materials, study of the academic and behavioral progress of three focus students over an extended period of time, and connection between educational theory and instructional practice. The mentor may ask candidates to share assignment expectations by viewing the instructor's syllabus or course site.

Helpful Tips for Mentors

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent from your mentee via Exxat.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As this is only their second placement, candidates are still building their confidence in the classroom and as a professional.
3. Find ways for the candidate to be a part of the class community. **Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1/small group instruction, or formative grading. Do not let them sit idle in the back of the classroom.**
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2). You are our eyes and ears in the field, and as such it is essential to the teacher candidate's success that we support your efforts with them. Therefore, it is most helpful that you provide us with feedback so we may address your concerns. Our goal is to train the very best candidates for the profession, and we need your help to do so.

Mentor Evaluation

At the end of the semester the mentor will receive a prompt from Exxat to evaluate the candidate's performance and disposition. This evaluation will be completed electronically. Sections of the feedback will be labeled; some responses will be viewable by the candidate while other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Coordinator. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this evaluation can be found on the next page. **IMPORTANT: The candidate will not receive a course grade until the mentor's evaluation is received.**

Mentors: As part of the preparation to enter the teaching profession, a candidate completes three semesters of coursework including field-based experiences to prepare for full-time clinical practice (student teaching). This experience is during the second semester of a candidate's experience. Your candidate has already completed a 50-hour experience in a previous term. For the Clinical Practice I fieldwork experience, a candidate is placed in an educational setting for a minimum of 80 hours over the course of the semester. The candidate's primary objectives are to observe, interact with students, and assist teachers in various capacities to best complete course assignments while building their knowledge and skills as a preservice teacher. We are asking you to provide feedback on the candidate's experience. This feedback is valuable to the candidate, the instructor who oversees the candidate's experience, and the Teacher Education Program. Thank you!

Has the candidate completed a minimum of 80 visitation hours including a one full day visitation?

Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?
Was the CPI candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by circulating the room, assisting small groups of learners, and conversing with the mentor?

Did the candidate present themselves in a professional manner?

Rating Directions:

Please use the respective rubrics to rate the teacher candidate on each presented disposition. Scores for each of the dispositions will be used to track the candidate's progress throughout the education program. It is not used for a grade but rather an indicator of dispositional strengths and areas needing improvement. Please be honest so we can best prepare our future teachers. When rating your candidate **in this second semester of observations**, please note a (3) indicates outstanding performance, (2) indicates acceptable performance, and (1) indicates unacceptable performance.

Planning & Preparation: Applying Knowledge of Content and Pedagogy

(3) Candidate demonstrates strong knowledge of content and pedagogy to effectively support student learning and engagement.

(2) Candidate demonstrates general knowledge of content and pedagogy to effectively support student learning and engagement.

(1) Candidate demonstrates limited to no knowledge of content and pedagogy to effectively support student learning and engagement.

Planning & Preparation: Knowing and Valuing Students

(3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.

(2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.

(1) Candidate demonstrates little to no understanding of students' cognitive, physical, social and emotional development.

Learning Environments: Cultivating Respectful and Affirming Environments (D2a; InT3)

(3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.

(2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.

(1) Candidate does not demonstrate the ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

Learning Environments: Fostering a Culture for Learning (D2b; InTn/a)

(3) Candidate models, encourages, and supports students in a growth-mindset that fosters perseverance and support of others.

(2) Candidate occasionally encourages student curiosity, critical thinking, reasoning, and reflection.

(1) Candidate ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect; there is little to no agency or purpose for students' work.

Principled Teaching: Engaging in Reflective Practice (D4a; InT9)

(3) Candidate reflects on various assets (community, student interests/learning profiles) that impact a positive learning environment.

(2) Candidate reflects on some assets (community, student interests/learning profiles) that impact a positive learning environment.

(1) Candidate does not reflect on assets (community, student interests/learning profiles) that impact a positive learning environment.

Principled Teaching: Growing and Developing Professionally (D4e; InT9)

(3) Candidate identifies skills (management, instructional strategies, professional collaboration) needed to successfully lead a classroom.

(2) Candidate identifies some skills (management, instructional strategies, professional collaboration) needed to successfully grow and develop professionally, and lead a classroom.

(1) Candidate does not identify, nor is open to, skills needed to grow and develop professionally and to successfully lead a classroom.

Confidential section (candidate will not see your responses to these questions in Exxat):

Next term, the candidate will complete 100 hours of fieldwork with more in-depth work that prepares them for teaching/instruction. Based on your best judgment, is the candidate ready for this experience?

Ready

Somewhat Ready

Not Ready

What specific comments, commendations, or concerns do you have regarding the candidate's performance in your classroom?

Having reviewed Stockton's Educator Preparation Program sequence through the Mentee/Mentor Clinical Handbook, do you have any general comments or ways we can further support our candidates and your work as a mentor teacher?

Clinical Practice II - EDUC 4600

Course Description

Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Candidates have an opportunity to apply general methods of teaching to their specific discipline and grade level, completing 100 hours of advanced fieldwork. This placement prepares the candidate for the student teaching experience. A candidate may stay in this same school placement for student teaching (Final Clinical Practice) based on the school's approval.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban/diverse school and 80 hours of fieldwork in a separate school. They have worked with students 1:1, in small group settings, and have assisted mentors with planning and assessing. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented a 20-minute lesson to their peers.

In addition, candidates may have completed professional courses on topics including: *psychology/development of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology.*

Expectations for the Candidate

Candidates must be **active learners**. While observation of the mentor teacher is a valued component of Clinical Practice II, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice
- Plan and implement at least six lessons
- Assess learners in a formative manner

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on learners' unique learning needs that must be met in planned instruction

100 hours:

- Please refer to the chart on page 3 to determine activities that are approved for hours.
- **Each observation/event must be documented in Exxat's Timesheet. Hours should be sent to the mentor at the end of each week for their electronic approval.**
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended and pre-arranged by the mentor. This should not be a sustained practice as the majority of hours must be completed with the BOE-approved mentor. If the mentor does not sign off on an observation, even if signed by a visiting teacher, the hours will not count.
- **At least one full bell-to-bell day (morning bus to afternoon bus) of observation must be completed.** During this day only, the candidate may count every minute (even during lunch) towards their 100 hours of observation.

Assignments

Assignments will differ depending on the candidate's grade level certification. In general, candidates may need to interview the mentor or ask for assistance in locating resources for assignment completion. Mentors may ask candidates to share assignment expectations by viewing the instructor's syllabus or course site.

Helpful Tips for Mentors

1. At the beginning of the semester, please complete the Mentor Teacher Contract that is sent from your mentee via Exxat.
2. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. As this is their first semester teaching a lesson, candidates are still building their confidence in the classroom as a professional.
3. Find ways for the candidate to get involved. Be sure to work with them as they plan for their lessons. Ask them questions and what-ifs so they are best prepared for the unknown.
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development.
8. As previously mentioned, if you have any concerns, please contact the candidate's instructor (see page 2). You are our eyes and ears in the field, and as such it is essential to the teacher candidate's success that we support your efforts with them. Therefore, it is most helpful that you provide us with feedback so we may address your concerns. Our goal is to train the very best candidates for the profession, and we need your help to do so.

Mentor Evaluation

During the CPII semester, the mentor will evaluate the candidate in two capacities:

- a. In addition to sharing professional experiences and mentoring the candidate day-to-day, the mentor will also serve as a lesson evaluator. During the semester, the **mentor must evaluate three of the six whole group lessons that are planned and executed by the candidate**. The plan should be reviewed by the mentor before the candidate teaches the lesson (at least 3 days ahead is suggested). Evaluation forms will be completed through Exxat. However, a reference hard copy is provided on the next page. It is aligned with the Danielson Framework for Teachers.
- b. In addition to the three lesson evaluations the mentor will complete throughout the semester, they will also complete a final evaluation of the candidate's overall fieldwork performance. Like the three lesson evaluations, this final evaluation will be completed through Exxat. Sections of the feedback will be labeled; some mentor responses will be viewable by the candidate. Other sections of the feedback instrument will only be viewable by the instructor and TEDU Program Coordinator. This design provides an opportunity for mentors to share professional concerns without reservation. A reference copy of this final evaluation can be found following the lesson evaluation reference.

Reference Copy of CPII Mentor Lesson Evaluation (to be completed **in Exxat** for three lessons)

Mentor - We recommend that prior to filling out this form you:

- conduct a pre-conference with the candidate including a review of the lesson plan,
- observe the instruction of the lesson, and
- hold a post-conference to discuss your observation

Here are some questions to guide your **pre- observation** conference:

- What would you like me to observe throughout the lesson?
- Here is what I would like to see within your lesson...
- Where was this lesson born?
- How will you know whether or not the students understand the material?
- What processes have you used to develop this unit of study?
- What happens if there is an interruption?
- How will you know if your students are engaged?

Here are some questions to guide your **post- observation** conference:

- What occurred? What went well and what can be improved for next time?
- What was learned by the students? How do you know?
- Provide them with some positive feedback – try to use “and” rather than “but”
- What did you learn from this teaching experience?
- Pick one or two areas to focus on and try to end on a positive note.

For the following questions, please select the response that most accurately reflects the level of performance seen during the observation process for this lesson. When rating your candidate **in this first semester of teaching**, please note a (3) indicates outstanding performance, (2) indicates acceptable performance, and (1) indicates unacceptable performance.

Planning & Preparation: Applying Knowledge of Content and Pedagogy

- 3- The candidate's understanding of content and pedagogy supports student learning of the content
- 2- The candidate's understanding of content and pedagogy partially supports student learning of the content.
- 1- The candidate lacks sufficient knowledge of content and pedagogy to support student learning of the content.

Planning & Preparation: Knowing and Valuing Students

- 3- The candidate's knowledge of students supports learning and development, and enables the candidate to build upon student assets.
- 2- The candidate's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.
- 1- The candidate lacks sufficient knowledge of students to support student learning or development.

Planning & Preparation: Setting Instructional Outcomes

- 3- Instructional outcomes are rigorous and appropriate for students.
- 2- Instructional outcomes are moderately rigorous and are appropriate for most students in the class.
- 1- Instructional outcomes are not identified, are not rigorous, or are inappropriate.

Planning & Preparation: Using Resources Effectively

- 3- The candidate's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.
- 2- The candidate understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.
- 1- The candidate is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.

Planning & Preparation: Planning Coherent Instruction

- 3- Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.
- 2- Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.
- 1- The design of learning experiences does not support student engagement with important content.

Planning & Preparation: Designing and Analyzing Assessments

- 3- Assessments are planned throughout the instructional process and provide timely and valuable information to teachers/candidate and feedback to students.
- 2- Assessments will partially help the candidate determine whether students have learning or are learning the intended outcomes.
- 1- There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.

Learning Environments: Cultivating Respectful and Affirming Environments

- 3- Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.
- 2- Learning environments are partially characterized by caring and respectful interactions.
- 1- Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.

Learning Environments: Fostering a Culture for Learning

- 3- The culture of the class is characterized by high expectations and supports students' learning and development.
- 2- The culture of the class is somewhat conducive to learning and development.
- 1- The culture of the class is not conducive to learning and does not support development.

Learning Environments: Maintaining Purposeful Environments

- 3- Shared routines and efficient procedures are largely student-directed and maximize opportunities for student learning and development.
- 2- Classroom routines and procedures, established or managed primarily by the candidate and taught explicitly to students, support opportunities for student learning and development.
- 1- Student learning and development are hindered by a lack of routines or inefficient classroom procedures.

Learning Environments: Supporting Positive Student Behavior

- 3- Students display positive behaviors, which are modeled by teachers and reinforced to promote reflection and recalibration rather than compliance.
- 2- Positive behaviors are modeled by the candidate and occasionally taught explicitly.
- 1- There is little evidence of explicit modeling, instruction, or guidance related to positive student behavior.

Learning Environments: Organizing Spaces for Learning

- 3- Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.
- 2- Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.
- 1- Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.

Learning Experiences: Communicating about Purpose and Content

- 3- Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.
- 2- Communication about purpose and content is mostly clear and accurate; it partially supports learning.
- 1- Communication about purpose and content is unclear or confusing and hinders student learning.

Learning Experiences: Using Questioning and Discussion Techniques

- 3- Questioning and discussion, framed or led by the candidate and students, effectively support critical thinking, reasoning, and reflection.
- 2- Questioning and discussion, primarily framed and led by the candidate, are used to support student learning and development.
- 1- Questioning and discussion are absent or do not support learning and development.

Learning Experiences: Engaging Students in Learning

- 3- Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.
- 2- Learning experiences partially engage students intellectually; the activities require students to do some thinking.
- 1- Learning experiences do not require active intellectual engagement by students.

Learning Experiences: Using Assessment for Learning

- 3- The candidate and students use formative assessments to elicit evidence of understanding, analyze progress, and provide constructive feedback.
- 2- Formative assessment partially supports student learning and development.
- 1- Formative assessment is not used during instruction or does not support learning and development.

Learning Experiences: Responding Flexibly to Student Needs

- 3- The candidate's adjustments and responsiveness lead to deeper understanding for students and/or new learning experiences.
- 2- The candidate makes some adjustments to learning experiences and is responsive to student needs with partial success.
- 1- The candidate makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.

Principled Teaching: Engaging in Reflective Practice

- 3- The candidate's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction and results in specific changes and adjustments.
- 2- The candidate's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.
- 1- The candidate does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of instruction.

Reference Copy of CPII End of Term Disposition Assessment (completed in Exxat at the end of semester)

Mentors: As part of the preparation to enter the teaching profession, a candidate completes three semesters of coursework including field-based experiences to prepare for full-time clinical practice (student teaching). This experience is during the third semester of a candidate's experience. Your candidate has already completed a 50-hour and 80-hour experience in previous terms. For the Clinical Practice II fieldwork experience, a candidate is placed in an educational setting for a minimum of 100 hours over the course of the semester. The candidate's primary objectives are to interact with students, assist teachers in various capacities, and plan/implement at least 6 lessons to build their knowledge and skills as a preservice teacher. We are asking you to provide feedback on the candidate's experience. This feedback is valuable to the candidate, the instructor who oversees the candidate's experience, and the Teacher Education Program. Thank you!

Has the candidate completed a minimum of 100 visitation hours including at least one full day visitation?

Did the candidate maintain their agreed upon visitation schedule and/or effectively communicate changes?

Was the CPII candidate an active participant, as presented in the Stockton Mentee/Mentor Clinical Handbook, by circulating the classroom, assisting students 1:1 and in small groups, conversing with the mentor regularly, and planning and implementing at least six lessons?

Did the candidate present themselves in a professional manner?

Rating Directions:

Please use the respective rubrics to rate the teacher candidate on each presented disposition. Scores for each of the dispositions will be used to track the candidate's progress throughout the education program. It is not used for a grade but rather an indicator of dispositional strengths and areas needing improvement. Please be honest so we can best prepare our future teachers. When rating your candidate **in this first semester of teaching**, please note a (3) indicates outstanding performance, (2) indicates acceptable performance, and (1) indicates unacceptable performance.

Planning & Preparation: Applying Knowledge of Content and Pedagogy

(3) Candidate demonstrates strong knowledge of content and pedagogy to effectively support student learning and engagement.

(2) Candidate demonstrates general knowledge of content and pedagogy to effectively support student learning and engagement.

(1) Candidate does not demonstrate knowledge of content and pedagogy to effectively support student learning and engagement.

Planning & Preparation: Knowing and Valuing Students

(3) Candidate incorporates knowledge of students' lived experiences and demonstrates an understanding of students' cognitive, physical, social, and emotional development into appropriate learning experiences.

(2) Candidate demonstrates general understanding of students' cognitive, physical, social and emotional development.

(1) Candidate demonstrates little to no understanding of students' cognitive, physical, social and emotional development.

Planning & Preparation: Setting Instructional Outcomes

(3) Candidate plans for high quality instruction, supporting critical thinking and mastery of content and skills.

(2) Candidate delivers quality instruction, supporting critical thinking and mastery of content and skills.

(1) Candidate does not deliver instruction that supports critical thinking nor mastery of content and skills.

Planning & Preparation: Using Resources Effectively

- (3) Candidate plans for high-quality instruction to ensure access to content that meets individual students' needs.
- (2) Candidate plans for quality instruction to ensure access to content that meets students' needs.
- (1) Candidate plans for instruction with limited to no consideration for students' needs.

Planning & Preparation: Planning Coherent Instruction

- (3) Candidate creates and delivers instruction aligned with standards using multiple strategies that meet students' academic needs.
- (2) Candidate creates and delivers instruction aligned with standards using some strategies that meet students' academic needs.
- (1) Candidate does not create and/or deliver instruction aligned with standards using strategies that meet students' academic needs.

Planning & Preparation: Designing and Analyzing Assessments

- (3) Candidate designs, administers, and evaluates student assessments that provide accurate, clear evidence to monitor student progress.
- (2) Candidate designs, administers, and evaluates student assessments to monitor student progress.
- (1) Candidate does not design, administer, and/or evaluate student assessments to monitor student progress.

Learning Environments: Cultivating Respectful and Affirming Environments

- (3) Candidate demonstrates care, respect, and honor for all students, building a community that is trusting and/or can easily resolve conflict.
- (2) Candidate demonstrates general care for students, yielding a foundation for positive relationships among students.
- (1) Candidate does not demonstrate the ability to foster a caring or respectful environment; communication with and among students is inappropriate and/or insensitive.

Learning Environments: Fostering a Culture for Learning

- (3) Candidate models, encourages, and supports students in a growth-mindset that fosters perseverance and support of others.
- (2) Candidate occasionally encourages student curiosity, critical thinking, reasoning, and reflection.
- (1) Candidate ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect; there is little to no agency or purpose for students' work.

Learning Environments: Maintaining Purposeful Environments

- (3) Candidate sets expectations for student responsibility and autonomy to create an efficient and collaborative learning environment.
- (2) Candidate establishes routines and procedures that partially support student autonomy and are managed somewhat efficiently and effectively.
- (1) Candidate's routines are either absent or not deployed efficiently, effectively, or equitably; instructional time is lost.

Learning Environments: Supporting Positive Student Behavior

- (3) Candidate models, teaches, and reinforces student reflection and self-regulation for classroom with positive learning, behavior, and citizenship.
- (2) Candidate establishes expectations to promote positive behavior but with uneven success.
- (1) Candidate does not communicate expectations nor address negative behavior or habits of character.

Learning Environments: Organizing Spaces for Learning

- (3) Candidate creates a safe and accessible environment that enhances the learning experience and increases student participation and ownership.
- (2) Candidate creates an environment that is generally safe and allows some student voice for ownership; design of the space is not an impediment to learning but does not enhance it.
- (1) Candidate does not modify learning spaces that are unsafe, inaccessible, and/or not conducive to learning and development.

Learning Experiences: Communicating about Purpose and Content

- (3) Candidate communicates (oral & written) content in accurate, grade appropriate, and clear ways with a focus on meaningful engagement of learners.
- (2) Candidate communication (oral & written) is mostly clear with partial engagement of learners respective to the content taught.
- (1) Candidate's communication of content is unclear and/or confusing thereby hindering student learning.

Learning Experiences: Using Questioning and Discussion Techniques

- (3) Candidate promotes respectful and balanced student discourse about the content learned.
- (2) Candidate promotes some discourse about the content; learners through questioning with uneven results, sometimes taking the lead in discussion.
- (1) Candidate has limited use of questioning and discourse to support content learned with little to no student-student discussion.

Learning Experiences: Engaging Students in Learning

- (3) Candidate uses multiple and effective opportunities through varied methods to support intellectual engagement and deep learning.
- (2) Candidate partially engages students with some opportunities to encourage student thinking and learning.
- (1) Candidate uses limited strategies to support engagement with minimal student thinking expected.

Learning Experiences: Using Assessment in Learning

- (3) Candidate monitors learning through direct evidence and uses specific, high quality feedback focused on improvement.
- (2) Candidate uses some formative assessment methods to support student understanding with partially effective strategies.
- (1) Candidate uses limited formative assessment practices to track and support student learning.

Learning Experiences: Responding Flexibly to Student Needs

- (3) Candidate uses their expertise to alter or replace pre-planned activities based on students' understanding, questions and interests; capitalizes on unexpected actions or events to support learning.
- (2) Candidate makes some adjustments to instruction/learning activities but may miss signs of struggle or have difficulty adjusting in real-time with students.
- (1) Candidate makes no adjustments to instruction, even when it is apparent it is needed, and is not responsive to students' needs.

Principled Teaching: Engaging in Reflective Practice

- (3) Candidate engages in reflective practice including using evidence (activities, assessments, etc) to evaluate success of learning and inform future practice.
- (2) Candidate engages in reflective practices, which may not be aligned to specific evidence, to measure success of learning.
- (1) Candidate does not engage in reflective practices to measure students' learning.

Principled Teaching: Growing and Developing Professionally

- (3) Candidate seeks methods to improve their practice, resulting from the identification of needed growth, consideration for community assets, and collaboration with colleagues.
- (2) Candidate seeks limited methods to improve their practice, relying on familiar strategies and/or taking little instructional risk to further their development.
- (1) Candidate does not seek methods to improve their practice, ignoring community assets and input from colleagues.

Principled Teaching: Acting in Service of Students

(3) Candidate models care, honesty and integrity with students, families, and colleagues; is an advocate and decisions are made based on best interest of students.

(2) Candidate inconsistently models care, honesty, and integrity with students, families, and colleagues; decisions are partially informed by the students' performance.

(1) Candidate does not model care, honesty, and integrity with students, families, and colleagues; candidate's decisions are informed by their own beliefs, with little regard to stakeholders.

Confidential section (candidate will not see your responses to these questions in Exxat):

Next term, the candidate will complete full-time student teaching with more in-depth work that prepares them for the work of a certified teacher. Based on your best judgment, is the candidate ready for this experience?

Ready

Somewhat Ready

Not Ready

What specific comments, commendations, or concerns do you have regarding the candidate's performance in your classroom?

Having reviewed Stockton's Educator Preparation Program sequence through the Mentee/Mentor Clinical Handbook, do you have any general comments or ways we can further support our candidates and your work as a mentor teacher?

Final Clinical Practice - EDUC 4990

Course Description

Full-time Final Clinical Practice Semester includes a full-time student teaching experience of observing, planning, and teaching in area public Pre-K, elementary, or secondary schools. Full-time Final Clinical Practice (EDUC 4990, 12 credits) is an experience that requires additional time out of school to prepare lessons, grade papers, schedule parent/guardian conferences, etc. Students must see that personal obligations, including employment, do not interfere with their success during this final semester. This is a full-time, unpaid internship that lasts 15 weeks. The 16 credit semester requirements are the same for all Stockton education students regardless of certification path. Co-requisites of this course include:

- EDUC 4994 Final Clinical Practice Capstone (4 credits) - This course is designed to support student teaching. Work includes preparation/submission of a program-designed performance assessment, tracking/analyzing learner performance, developing career readiness, and strengthening professional practices in alignment with NJPST. Students may need to leave placement early every other Wednesday to arrive to Stockton's campus by 4:30pm.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school, 80 hours of fieldwork in a separate school, and 100 hours in a placement that is consistent with their intended certification. They have worked with students 1:1 and in small group settings, assisted mentors with planning and assessing, and designed/implemented multiple whole-group lessons. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented lessons using differentiated instruction.

In addition, all candidates have completed professional courses on topics including: *psychology of the learner*, *diversity (within and beyond the school setting)*, *inclusive learning*, and/or *instructional technology*.

Expectations for the Candidate

Please refer to the following sections within the Stockton University Student Teaching Handbook (this is separate from Stockton Teacher Education Handbook and available prior to the FCP semester):

- Guidelines for the Teacher Candidate
- Guidelines for the Mentor Teacher
- New Jersey Professional Standards for Teachers and NEA Code of Ethics

Assignments

Please refer to the Final Clinical Practice Capstone Syllabus

Helpful Tips for Mentors

1. Review the Guidelines for Mentor Teachers of the Student Teaching Handbook:
2. Reference the mentor teacher resources found in Exxat.
3. Make your expectations clear regarding policies, professionalism, and procedures. Student teachers do not have the same common sense as seasoned veterans.
4. Please remain an active part of your classroom. The ability to watch someone model good practices is much more effective in developing reflective practitioners. Dumping them in the "deep end" is not beneficial for the teacher candidate or the students in the classroom. We encourage good teaching practices over survival skills.

5. Teacher candidates must learn how to recover when a lesson does not go well. Part of learning is failing and the ability to recover. Think about learning to ride a bike. Even though you wear a helmet, when you are first learning you will probably still fall and scrape your knee, but as a mentor you encourage them to get back on that bike and try again. However, as the mentor if you see they are heading for a catastrophic injury that will cause permanent damage to themselves or others you should step in and stop them.
6. Refer to the Student Teaching Handbook for a sample schedule of the model chosen. These schedules provide a scaffolded approach for the candidate to gradually assume the responsibilities of a full-time teacher.
7. Familiarize yourself with TPA. Your candidate cannot obtain certification without passing this performance-based assessment. See the Student Teacher Handbook or the candidate's EDUC 4994 syllabus for more information.
8. Candidates will need time to ask questions and learn how and why lesson choices are made. If they do not ask directly, please prompt them to do so. Remember, mentors may have internalized many of these processes over the years whereas candidates may need to be more intentional.
9. Candidates may not be a carbon copy of the mentor; they will need help developing their own unique style as they transform from student to teacher. Handing them already created resources may save time, but it encourages the candidate to copy the mentor's style. It also fails to teach them how to analyze why or how materials are best suited for a particular group of students.
10. Mentors should work with candidates as they plan lessons. Ask questions and what-ifs so they are best prepared for the unknown. For some co-planning guidelines check <https://journals.sagepub.com/doi/pdf/10.1177/0031721718815673>
11. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
12. Reflect, reflect, reflect.
13. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. This is a learning opportunity for all members of the teaching team.

Mentor Evaluation of FCP Candidates (fulltime Student Teachers)

Mentors of student teachers will be assigned an Exxat account. Candidates will upload lesson plans and artifacts within this system. This will allow mentors to provide lesson plan feedback to the candidates, evaluate presented lessons and progress, as well as maintain contact with the TEDU program and university supervisors. Mentors will also maintain frequent communication with the candidate's Stockton Supervisor.

Exxat Timesheets

Beginning Fall 2025, candidates will no longer submit a separate log sheet for their hours. However, it is strongly recommended that candidates informally document their time within a personal notebook so they can accurately enter their information in Exxat at the end of each day. Candidates should not enter hours into Exxat, nor be on a personal computer for any means, during observation hours!

Candidates must enter their weekly hours and submit to their mentor teacher for approval no later than each Friday afternoon. *If a candidate observes a teacher other than their mentor, they must make that notation within the Student's Notes section.* Only mentor teacher-approved hours will be counted towards a candidate's required hour quota.

A separate Exxat entry should be made for each unique lesson/activity observed. Be sure to include the following information:

- Start Time
- End Time
- Category (choose from provided options)
 - Grade (1st, 3rd, etc.)
 - Subject (Math, Social Studies, etc.)
 - Setting (Reg Ed, Spec Ed w/ aide, ESL, etc.)
 - Involvement (1:1 assistance, Whole Group Instruction, etc.)
- Student's Notes
 - Briefly describe something notable about the lesson

Please refer to several different sample entries below:

START TIME	END TIME	DURATION	CATEGORY	STUDENT'S NOTES
9:00 AM	9:44 AM	44 Mins	2nd Science Reg Ed Coteach/Assist	Supported students as they viewed a video of metamorphosis and wrote a summary sentence with a picture. Walked around with mentor.
11:10 AM	11:45 AM	35 Mins	5th Other Subject Meeting Participant	Met with all 5 th grade teachers to discuss standards-based grading rubrics.
9:45 AM	11:06 AM	1 Hrs 20 Mins	11th Social Studies Spec Ed ICR 1:1 Support	Two classes of World History learning about Ancient Egypt. ICR teacher pulled several students to a small group to offer support with reading of primary source document.
1:58 PM	2:40 PM	42 Mins	9 th Math ESL Whole Group Instruction	Algebra 1. Students viewed YouTube video on one-step equations and completed a worksheet. ML students received a translated copy. I provided answers to the whole class.
12:30 PM	1:20 PM	50 Mins	3rd Reading Spec Ed w/ Aide Observe only	Observed Mr. Jones (visiting teacher) during mentor's prep period. Teacher uses a point system for classroom management.

Guidelines for Video or Virtual Communication with PK – 12 Students

While we do not foresee the need for candidates to complete their clinical fieldwork hours virtually, we do have guidelines in place if an unusual circumstance should affect the placement school. For all video or virtual communication with PK-12 students, we expect teacher candidates to adhere to the following guidelines for safety and professionalism. These guidelines are in addition to existing behavior guidelines found within the **Stockton Teacher Education Handbook**.

Any deviation from these guidelines may result in disciplinary action, per existing Behavior Expectations Policy. When communicating via video and/or virtual means, candidates should:

- Clearly identify themselves by their professional name and role (ie - Mr., Miss/Clinical Intern).
- Follow any and all guidelines provided by the mentor teacher.
- Get the mentor teacher's approval for any video BEFORE distributing to students.
- Be sure there are no personal or inappropriate items or images in the frame of an image (live or still).
- Have explicit permission before conducting any live sessions with learners. Permission should be via the mentor teacher or other designated professional that monitors the candidate's work in the school setting.
- Turn off any automatic notifications on the device used (laptop, cell phone, etc), such as text alerts/emails, for live sessions.
- Ensure the candidate is dressed professionally if appearing in the image and/or live video.
- Select an appropriate location to participate in a live teaching session. It is best to be in a stationary location and find a space that is appropriate for school-related work such as a desk or table.
- Avoid distractions and provide full attention to the class if participating in a live video.
- Ensure that no other people appear in the images unless they have provided prior written permission to the mentor teacher; those people must also adhere to standards of professional dress and behavior.
- Ensure that no animals appear in the images unless the candidate has the express written permission of the mentor teacher and the images are appropriate and inoffensive.
- Use clear, concise, grammatically correct speech and text images.
- Limit all communication to information concerning the students' learning or the online assignment.
- Exclude any personal information.
- Use or include no profanity, slang, violence, or images of a lewd nature.
- Be respectful of students' privacy and feelings.
- Provide a written plan to the mentor teacher(s) BEFORE any virtual meetings or activities with students.
- Provide a written summary to the mentor teachers AFTER any virtual meetings or activities with students.