A Guide for Professional Laboratory Experiences

Clinical Experience Handbook I

Teaching Performance Center
College of Education
Kean University
Union, New Jersey 07083
AY 2018
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I. PURPOSE

The goal of this handbook is to facilitate communication among Clinical Experience (introductory) students, their cooperating teachers, and the university faculty. It is intended to provide an introduction to the initial, or introductory, Clinical Experience in the teacher preparation programs offered at Kean University and an overview of the multiple roles and responsibilities of the people involved. The set of guidelines that follow supports the Clinical Experiences (introductory) which are central to the development of informed, dynamic professionals and is intended to be helpful to students, their cooperating teachers and the faculty who work with the prospective teacher. It may be used to answer questions and to provide general structure and context to the Clinical Experience (introductory).
II. MISSION STATEMENT: COLLEGE OF EDUCATION

The mission of the College of Education is to prepare informed, dynamic professionals for diverse settings who:

- demonstrate a broad background in humanities, mathematics, and the sciences, have an in-depth understanding of one academic discipline, and apply this knowledge and understanding in their professional settings (Academic Content Knowledge & Planning for Learning);

- think creatively and critically in solving educational problems and make sound decisions based on their knowledge of theory (Academic Knowledge & Planning for Learning / Instructional Practices for Learning);

- design and integrate a variety of instructional strategies matched to appropriate diverse learning styles (Instructional Practices for Learning);

- accurately assess, analyze, and monitor student learning, make appropriate adjustments to instruction, and have a positive effect on all students (Instructional Practices for Learning & Professional Dispositions & Values for Learning);

- recognize, respect, and respond appropriately to individual and cultural differences (Professional Dispositions & Values of Learning);

- establish professional and collaborative relationships among all educational stakeholders (Networks for Learning);

- commit to be life-long learners and advocate quality schooling for all (Environments for Learning / Professional Dispositions & Values for Learning/Networks for Learning).

edTPA is a performance assessment for teacher candidates developed and field tested beginning in 2009. In November 2015, the New Jersey Board of Education voted to adopt the edTPA as the Performance Assessment, the third assessment necessary prior to the granting of NJ teaching certification. Any teacher candidate who graduated on or after September 1, 2018 and is seeking a Certificate of Eligibility with Advanced Standing (CEAS) must pass a Commissioner-approved performance-based assessment in accordance with the New Jersey Administrative Code 6A: 9B-8.2(a)6. The sole developer of edTPA is the Stanford Center for Assessment, Learning and Equity (SCALE). Stanford University is the exclusive owner of edTPA; and, as the owner, Stanford has a licensing agreement with the Evaluation Systems group of Pearson to provide operational support for the national administration of edTPA.

Purposefully designed to reflect job-related teaching tasks, edTPA is a student-centered subject-specific performance assessment that evaluates a common set of teaching principles, teaching behaviors, and pedagogical strategies. These principles, behaviors are focused on specific content learning outcomes for P-12 students. The performance assessment systematically examines a cycle of teaching directed to subject-specific student learning goals while in their internship practice and placement. A cycle of teaching includes three major tasks that compose an edTPA portfolio: 1) planning; 2) instruction; and 3) assessment of P-12 student learning. Academic language and analysis of teaching are competencies measured by the edTPA. (See diagram below.)

edTPA examines authentic and job-evidence including lesson plans, instructional materials, student assignments and assessments, feedback on student work, and unedited self-video recordings of instruction. Also assessed through the three major tasks are the abilities of a teacher candidate to develop their students’ academic language. Most importantly in the development of the candidate’s abilities to justify and analyze their own teaching practices is adjustment of instruction to meet students’ needs.

Adopted:
August 3, 2016
IV. COLLEGE OF EDUCATION LEARNING OUTCOMES

The College of Education has defined a set of learning outcomes that candidates must meet, reflecting the SPECTRUM conceptual framework of Knowledge, Skills and Dispositions (Values). Every individual program within the College also has developed a set of specific learning outcomes reflecting knowledge, skills, and dispositions of particular disciplines. In order to graduate and/or be certified, candidates must show evidence that they have achieved both College and Program outcomes. The College of Education learning outcomes that appear below are aligned with the New Jersey Professional Standards for Teachers (2015). (Appendix D):

Knowledge

(A) Subject Matter
The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and NJ Core Curriculum Content Standards (NJCCCS), and uses such knowledge to create effective learning experiences for students.

(B) Student Learning
The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student’s academic development.

(C) Diversity of Learners
The beginning teacher understands differences in how students learn and knows how to provide instruction and classroom settings to accommodate such diversity through the use of differentiated instruction and collaborative learning.

(D) Classroom Management
The beginning teacher understands classroom management theories.

(E) Assessment
The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.

Skills

(A) Planning Instruction
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and NJ Core Curriculum Content Standards (NJCCCS), of students, and of curriculum goals and models.

(B) Instructional Strategies/Technologies
The beginning teacher uses a variety of instructional strategies and technologies that encourage each student to develop critical thinking and problem-solving skills.

(C) Learning Environment
The beginning teacher creates a learning environment that encourages active, engaged learning, positive interaction, and self-motivation for all students.
(D) Communication
The beginning teacher effectively communicates in the classroom by using a variety of communication skills including verbal and nonverbal techniques, technology, and media.

(E) Assessment
The beginning teacher effectively uses formal and informal assessment strategies to evaluate student progress and makes appropriate adjustments to instruction based on his/her assessment.

(F) Student Support
The beginning teacher works with parents/family members, school colleagues, and community members to support student learning and development.

(G) Reflection and Professional Development
The beginning teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks opportunities to grow professionally.

Dispositions

(A) Diversity/Individual Differences
The beginning teacher appreciates individual, cultural, and linguistic differences, shows respect for the diverse talents of all learners, and is committed to helping develop self-confidence and competence.

(B) High Expectations
The beginning teacher believes that all students can learn at high levels and demonstrates a commitment to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner.

(C) Community/Culture
The beginning teacher works productively within community and cultural norms.

(D) Positive Climate
The beginning teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

(E) Positive Role Model
The beginning teacher recognizes her/his responsibility to serve as a positive role model.

(F) Life-long Learner
The beginning teacher is a life-long learner who seeks out opportunities for continued growth.
V. STATE REGULATIONS FOR TEACHER PREPARATION PROGRAMS

State of New Jersey, Department of Education
N.J.A.C. 6A:9A, New Jersey Educator Preparation Programs
(Projected Sunset Date: November 12, 2020)

NJAC 6A:9A-4.4 Clinical component and candidate supervision for CEAS educator preparation programs

(a) CEAS educator preparation programs shall assign to clinical practice candidates in the preparation program who have completed the following minimum clinical experience requirements:

(1) All candidates starting clinical practice in academic year 2018-2019, or thereafter, shall have completed at least 50 hours of clinical experiences in a preschool, elementary, middle, and/or secondary school setting prior to clinical practice.
   i. For candidates in preparation programs who start clinical practice prior to academic year 2018-2019, programs may determine acceptable levels of teaching proficiency in junior clinical experiences.

(2) The clinical experiences shall:
   i. Be incorporated into any higher education course taken prior to the start of clinical Practice;
   ii. Include at least two different classroom settings, with at least one in a special education setting, consisting of a classroom where students with IEPs are educated: either an inclusive setting, resource room, or a special classroom; and
   iii. Increase in intensity, or control of the students, and duration as the candidate advances through the program.

(b) For candidates who start clinical practice before academic year 2018-2019, clinical practice shall be one semester.

(c) For candidates starting clinical practice in academic year 2018-2019, or thereafter, clinical practice shall:

   (1) Occur during at least two semesters, according to the placement school district’s schedule, including professional development days with the school district prior to the first day of class for students;
   (2) Occur at the same school site for the entire experience, if possible; and
   (3) Include at least 175 hours prior to one full-time semester. At least 100 hours of the 175 hours shall be completed throughout the semester immediately preceding the semester of full-time clinical practice.

(d) The candidate shall be placed within the endorsement subject he or she will pursue for certification and under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

(e) School districts shall be responsible for accepting and placing clinical interns as part of the continuum of professional education and development.
(f) A clinical supervisor shall:

1. Have had experience supervising, consulting, or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting; and
2. Be employed by the program or university with demonstrated expertise in the field he or she is supervising.

(g) Clinical supervisors shall observe each assigned candidate at least once every other week during the candidate’s semester of full-time clinical practice.

(h) A school district cooperating teacher assigned to guide and direct candidates shall:

1. Be approved by the chief school administrator or his or her designee with input from the teacher candidate’s CEAS educator preparation program;
2. Have a minimum of three years of teaching experience, including one within the school district;
3. Possess a standard instructional certificate;
4. Have appropriate certification that coincides with the area of instruction for which the candidate is prepared;
5. Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision; and
6. Be rated, beginning August 1, 2016, as effective or highly effective on his or her most recently received summative evaluation, pursuant to N.J.A.C. 6A:10-4.
   i. A cooperating teacher in a school or school district not required pursuant to N.J.A.C. 6A:10-1 to issue summative evaluations shall demonstrate at least one year of effective teaching on his or her most recent evaluation as determined by his or her supervisor.

(i) School district cooperating teachers shall:

1. Provide continuous guidance and direction and weekly conferences to assist candidates in professional development; and
2. Consult the chief school administrator or his or her designee regarding the candidate’s placement; however, the chief school administrator or his or her designee shall make all final placement decisions regarding candidate and cooperating teacher pairings.

(j) CEAS educator preparation programs shall make available to cooperating teachers professional development opportunities and experiences that increase cooperating teachers’ expertise in the field.
VI. OVERVIEW OF CLINICAL COMPONENT AT KEAN UNIVERSITY

Over the course of the professional educational sequence at Kean University, students complete 14 semester hours in field-based clinical component. The sequential experiences become increasingly complex and demanding as students continue through the teacher education program. Clinical experiences in schools and districts are designed to complement the university course work and each serves as a prerequisite to the next level of field-based education. The goal of the clinical component structure is to provide students with the information, experience, and opportunity needed to engage in substantive analysis of, and reflection upon, the complex task of educating the children and youth of the State of New Jersey.

The success of the Teacher Education Program at Kean University is highly dependent upon the success of the clinical component in which students participate each semester. The clinical component is a collaborative effort, one that involves the university student, the cooperating teacher, and the clinical supervisor/clinical instructor. These three individuals constitute the team for the clinical practice. While each member of the team has different responsibilities to carry out, the successful experience is truly the outcome of the cooperating teacher and clinical supervisor/clinical instructor nurturing and supporting the clinical practice student.

The following several pages contain charts that display the clinical component similarities as well as contrasts among the three separate and distinct clinical experiences at Kean University and the different time and place requirements for each component of field work.
# Teaching Performance Center
**Kean University – College of Education**

## Sequence of the Clinical Component: Time and Placement Requirements

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Pre-professional Placement(s)</th>
<th>Pre-professional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
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<tbody>
<tr>
<td>Credits</td>
<td>3 Credits</td>
<td></td>
<td>2 Credits</td>
<td>EMSE 4810</td>
<td>9 Credits</td>
</tr>
<tr>
<td>Bilingual/Elementary K-6</td>
<td>EMSE 2800&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800&lt;br-Regular classroom; gr K(full-day)-5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810&lt;br&gt;Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<td></td>
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<tr>
<td>Bilingual/Elementary K-6/5-8</td>
<td>EMSE 2802&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802&lt;br&gt;Middle school; gr 6-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812&lt;br&gt;Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<tr>
<td>Early Childhood</td>
<td>EC 2900&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EC 3400&lt;br&gt;Preschool and Kindergarten</td>
<td>3 days per week (3 1/2 hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401&lt;br&gt;Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Early Childhood M.A.</td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td>EC 5565&lt;br&gt;Elem. class: gr K(full day) - 3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>EMSE 2800&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800&lt;br&gt;Elementary classroom; gr K(full-day)-5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810&lt;br&gt;Elementary classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<tr>
<td>Elementary K-6 &amp; Middle 5-8</td>
<td>EMSE 2802&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802&lt;br&gt;Middle school; gr 5-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812&lt;br&gt;Elementary classroom; gr 1-5</td>
<td>Full day, five days per week, full semester</td>
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<tr>
<td>Fine Art</td>
<td>FA 2900&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>FA3902 Artst/Tchr&lt;br&gt;Field Exp 1; gr K-5&lt;br&gt;FA 3903 Artst/Tchr&lt;br&gt;Field Exp 2; gr 6-12</td>
<td>6 hours per week; full semester</td>
<td>FA 4991&lt;br&gt;1st half – St Tch Fine Art; K-5&lt;br&gt;2nd Half – St Tc hFine Art; 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>PED 2800&lt;br&gt;Full semester class&lt;br&gt;20 hours observation Physical Education*</td>
<td>PED 3690 PE class; gr K-5&lt;br&gt;PED 3691 Health/PE class; gr 6-12</td>
<td>3 hours per week; full semester</td>
<td>PED 4699&lt;br&gt;1st half – PE class; gr K-5&lt;br&gt;2nd Half – Health/PE class; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>K-12 Subject Areas: Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
<td>EMSE 2801&lt;br&gt;Full semester class&lt;br&gt;3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3801&lt;br&gt;Content area classroom; gr 6-12</td>
<td>1 day per week; full semester</td>
<td>EMSE 4811&lt;br&gt;Content area classroom; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
</tbody>
</table>

*Preferred Placement

7/21/16
<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Pre-professional Placement(s)</th>
<th>Pre-professional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>3 Credits</td>
<td></td>
<td>2 Credits</td>
<td>MUS 4301</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>MUS 2900</td>
<td>MUS 3311 Music classroom; gr K-5</td>
<td>1/2 day per week (on Friday AM); full semester</td>
<td>MUS 3321 Music classroom; gr 6-12</td>
<td></td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities P-3</strong></td>
<td>SPED 2120 Full semester class 1/4 semester various settings; 1/4 semester min. 30 hours</td>
<td>SPED 3001 Regular ed preschool or K classroom</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-6</strong></td>
<td>SPED 2120 Full semester class 1/4 semester various settings; 1/4 semester min. 30 hours</td>
<td>SPED 3001 Regular ed elementary classroom; gr K(full day)-5</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr K(full day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-6/5-8</strong></td>
<td>SPED 2120 Full semester class 1/4 semester various settings; 1/4 semester min. 30 hours</td>
<td>SPED 3001 Content area, regular ed classroom, gr 6-8</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr K(full day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-12 Subject Area</strong></td>
<td>SPED 2120 Full semester class 1/4 semester various settings; 1/4 semester min. 30 hours</td>
<td>SPED 3001 Content area, regular ed classroom; gr 6-12</td>
<td>1 day per week for the entire semester</td>
<td>SPED 4135 Content area classroom; *Special education inclusion setting; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3 Credits</td>
<td></td>
<td>6 Credits</td>
<td>EMSE 5564</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>M.A. Instruction &amp; Curriculum K-6 or K-5/5-8</strong></td>
<td>EMSE 5560 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>Not Required</td>
<td>Not Required</td>
<td>EMSE 5564 Elementary classroom; gr 1-5</td>
<td></td>
</tr>
<tr>
<td><strong>M.A. Instruction &amp; Curriculum K-12 Subject Area</strong></td>
<td>EMSE 5560 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>Not Required</td>
<td>Not Required</td>
<td>EMSE 5564 Content area classroom; gr 6-12</td>
<td></td>
</tr>
<tr>
<td><strong>School Nurse</strong></td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td>One day per week with school nurse AND one day per week with health educator</td>
<td>Full day, 2 days per week full semester</td>
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<tr>
<td><strong>Speech Pathology</strong></td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td>Monday, Wed. and Friday with ASHA certified teacher</td>
<td>Full day, full semester</td>
</tr>
</tbody>
</table>

*Preferred Placement*
Eligibility Requirements for the Clinical Practice

+All programs require a 3.0 GPA & a minimum grade of B- in all professional education requirements unless otherwise noted.
+All prerequisite field experiences must be completed with a grade of "S" – Satisfactory

Clinical Practice: Pre-professional Requirements (all Preprofessional field experiences require admittance into a College of Education program).

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req’d</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>Bilingual Elementary/Elem-Mid – UG/CERT (EMSE3800)</td>
<td>≥ 85</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400 or EMSE 3403</td>
<td>EMSE 3410</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Early Childhood — UG/CERT* (EC 3400)</td>
<td>≥ 85</td>
<td>EC 2900 &amp; EC 3250 &amp; EDUC 3000.</td>
<td>EC 3300 &amp; EDUC 3400 (if not already taken as a prerequisite) &amp; EMSE 3903</td>
<td>Min grade of B- required</td>
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<tr>
<td>Elementary Ed – UG/CERT* (EMSE 3800)</td>
<td>≥ 85</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3123</td>
<td>Min grades of B- required</td>
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<tr>
<td>Elementary/Middle – UG (EMSE 3802)</td>
<td>≥ 85</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3300</td>
<td>Min grades of B- required</td>
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<tr>
<td>TESL – CERT* (EMSE 3801)</td>
<td>NA</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3400/3401</td>
<td>EMSE 3410</td>
<td>Min grades of B- required</td>
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<tr>
<td>Fine Arts – Level I – UG/CERT* (FA 3003)</td>
<td>≥ 60</td>
<td>FA 2800</td>
<td>FA 3000 &amp; EDUC 3000</td>
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<tr>
<td>Fine Arts – Level II – UG/CERT* (FA 3903)</td>
<td>≥ 60</td>
<td>FA 3902 &amp; FA 3900 &amp; EDUC 3000</td>
<td>FA 3903</td>
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<tr>
<td>Fine Arts – Level I – GR (FA 3902)</td>
<td>NA</td>
<td>None</td>
<td>FA 5015</td>
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</tr>
<tr>
<td>Fine Arts – Level II – GR (FA 3903)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td>PED 3610</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>Health/PE – Level I – UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2800</td>
<td>PED 3610</td>
<td></td>
</tr>
<tr>
<td>Health/PE – Level II – UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td>PED 3611</td>
<td></td>
</tr>
<tr>
<td>Music – Level I - UG/CERT (MUS 3311)</td>
<td>≥ 60</td>
<td>MUS 2900</td>
<td>MUS3310, MUS3341 &amp; EDUC3000</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Music – Level II – UG/CERT* (MUS 3321)</td>
<td>≥ 60</td>
<td>MUS 3311 &amp; MUS 3310 &amp; EDUC 3000</td>
<td>MUS3320, EDUC3401 &amp; EMSE3903</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Secondary – UG/CERT* (EMSE 3801) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 65</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3401</td>
<td>EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EMSE 3803 (All prog.)</td>
<td>Min grades of B- required</td>
</tr>
</tbody>
</table>

Teacher of Students w/Disabilities - UG/CERT (SPED 3001) | ≥ 60 | SPED 2120 & 6 credits of Professional Education | SPED 3000 | Min grades of B- required |

Clinical Practice: Professional Internship Requirements (Students in ALL COE programs are required to meet/exceed NJ Qualifying Score(s) for the appropriate Praxis II exams(s) and submit an official Praxis II ETS Test Taker Score Report(s) PRIOR to beginning the Professional Internship).

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req’d</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3800 &amp; EMSE 3410 &amp; EMSE 4441</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Early Childhood — UG/CERT* (EC 4401)</td>
<td>≥ 95</td>
<td>EMSE 3400 &amp; EC 3250 &amp; EC 3300 &amp; EC 4250 &amp; EC 4300 &amp; ID 2950 &amp; ID 2955 &amp; ID 3210 &amp; ID 4240 &amp; EDUC 3000 &amp; EDUC 3400 &amp; EMSE 3903</td>
<td>EC 4000</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Early Childhood - Graduate (EC 5555)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5100 &amp; EC 5250 &amp; EC 5275 &amp; EC 5320 &amp; EC 5500</td>
<td>EMSE 4900</td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>Elementary Ed – UG/CERT (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3300 &amp; EMSE 3323 &amp; EMSE 3410 &amp; EMSE 3300 &amp; EMSE 3903</td>
<td>EMSE 4900</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Elementary/Middle &amp; Elem. /Mid. Bilingual – UG (EMSE 4800/4812)</td>
<td>≥ 95</td>
<td>EMSE 3802 &amp; EMSE 3123 &amp; EMSE 3401 &amp; EMSE 3300 &amp; EMSE 3903. EMSE 3903 not required for Bilingual.</td>
<td>EMSE 4900</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>TESL – CERT (EMSE 4801/4811)</td>
<td>NA</td>
<td>EMSE 3801</td>
<td>EDUC 4000, ENG 4159 or 5159</td>
<td></td>
</tr>
<tr>
<td>Instruction &amp; Curriculum – GR (EMSE 5564)</td>
<td>≥ 18</td>
<td>EMSE 5560 &amp; EMSE 5340 &amp; EMSE 5314 or EMSE 5315 &amp; EMSE 5323 &amp; EMSE 5330</td>
<td>EMSE 5561</td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>Fine Arts – UG/CERT (FA 4991)</td>
<td>≥ 95</td>
<td>FA 3903 &amp; FA 3901 &amp; EDUC 3400 or EDUC 3401</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Fine Arts – GR (FA 4991)</td>
<td>≥ 18</td>
<td>FA 3903 &amp; FA 5015</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Health/PE – UG/CERT* (PED 4699)</td>
<td>≥ 95</td>
<td>PED 3691 &amp; PED 1500 &amp; PED 2500 &amp; PED 3611 &amp; EDUC 3000 &amp; EDUC 3401 &amp; EDUC 4000</td>
<td>PED 4510</td>
<td></td>
</tr>
<tr>
<td>Music – UG/CERT (MUS 4301)</td>
<td>≥ 95</td>
<td>MUS 3321 &amp; MUS 3320 &amp; EDUC 3401</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Secondary – UG/CERT (EMSE 4801/4811) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 95</td>
<td>EMSE 3801 &amp; EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EDUC 3401 (All prog.)</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities – UG/CERT (SPED 4135)</td>
<td>≥ 95</td>
<td>SPED 3001 &amp; all other professional education courses</td>
<td>SPED 4200 OR EDUC 4000 for K-12 candidates</td>
<td>Min grades of B- required</td>
</tr>
</tbody>
</table>

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Teaching Performance Center – HH 215
Revised: 12.07.15
A. What is Co-teaching

"In a co-teaching experience, the cooperating teacher and teacher candidate collaboratively plan and deliver instruction from the very beginning of the experience. Cooperating teachers are taught to make their instructional decisions more explicit in order to make the invisible workings of the classroom more visible to the teacher candidate. As the experience continues, the pair seamlessly alternate between assisting and/or leading the planning, teaching, and evaluation. As this occurs, the classroom teacher partners with the student teacher rather than giving away the responsibility. This enhances the learning opportunities for students, combines the knowledge and strengths of both teachers, and models a positive adult working relationship."
(Bacharack, Heck, Dahlberg, 2008, p. 43.)

B. Co-teaching Benefits and Advantages

While there are many educational benefits and advantages to co-teaching, there is also a small and expanding body of research indicating that P-12 students may gain academically from this instruction. Additional research is underway.

1. Benefits:

   a. Reduces teacher-student ratio—increasing adult attention.
   b. Shares expertise among co-teachers.
   c. Flexibility to try things you wouldn’t be willing to do alone.
   d. Shares responsibility for planning, instruction, and classroom management.
   e. Enhances possibility of differentiation and flexible grouping.
   f. Some evidence that it results in increased student achievement.

2. Additional Advantages of Co-teaching with an Intern:

   a. Introduces interns to teaching sooner.
   b. Maximizes student teacher “teaching” time.
   c. Brings fresh ideas into the classroom planning and lesson implementation.
   d. Provides continuous mentoring opportunities.
   e. Elevates intern’s authority.

C. Essential Elements for Successful Co-teaching

1. Planning – Time is set aside each day to meet and map out the structure, content, and responsibilities for each lesson. Planning may occur both in school and through technology sources.
2. Communication – Both parties are honest and open, even when it is difficult. They actively listen to each other. Ideas and feedback flow freely in give and take conversations between two professionals.

3. Relationship – Respect, flexibility, acceptance of different personality and teaching styles along with the ability to anticipate and act are the key personality traits necessary for a working co-teaching relationship.

4. Classroom Application – All aspects of the classroom are shared. Both parties are physically present at all times and contributing to each class throughout the semester.

5. Co-teaching Knowledge Base – Both cooperating teacher and the student intern are knowledgeable about the five basic co-teaching strategies and receive ongoing training and support from the university supervisor or clinical instructor.


Resource for further information and video on co-teaching with student interns:

www.faculty.virginia.edu/coteaching
http://www.stcloudstate.edu/soe/coteaching/questions.asp

D. Six Basic Approaches to Co-teaching

Kean University has chosen to endorse the six basic approaches to co-teaching as originally articulated by author and educator Dr. Marilyn Friend in her work with inclusion classroom teachers. While other universities may combine or expand the various approaches, we at Kean University embrace the six basic approaches while clearly distinguishing the attributes of each approach. Teachers who have experience with co-teaching repeatedly state that while each approach has unique attributes, classroom settings and student needs dictate if and how the approaches are modified or blended.

There is no specific order to the approaches or recommendation for implementation other than to suggest that One Teach, One Assist is probably the easiest to start with in a cooperating teacher and intern setting, while Teaming is generally recognized as the highest level of co-teaching because of the expertise and professional working relationship required of both the cooperating teacher and the student intern.

Cooperating teachers and students are encouraged to use each of the six strategies and variations of each strategy as appropriate throughout the semester.

1. One Teach, One Assist – One teacher is leading instruction, while the other circulates through the room providing support to students who need additional help with their
work, or staying on task. This strategy is often used when teaching new material/concepts or when one teacher has greater content expertise than the other.

**Caution:** If used too often with the same teacher taking the instructional lead, the **One Teach, One Assist** approach can lead to students seeing one teacher as the authority over the other teacher. This approach should be the least employed co-teaching approach over the duration of the semester.

2. **One Teach, One Observe** – One teacher has primary instructional responsibility while the other gathers specific agreed upon observational data on students or the instructing teacher. After the lesson the two teachers analyze the information together. Teachers take turns teaching and gathering data, rather than assuming that the student intern is the only teacher who should observe.

**Caution** – Same as in **One Teach, One Assist** as above.

3. **Station Teaching** – Each teacher works with a small group of children who rotate among various stations to complete the different tasks related to the same instructional content/objective. Station teaching is an efficient use of time that allows all students to experience multiple related instructional activities. Often an independently run station will be used along with the teacher led stations.

**Caution** – While station teaching is not used primarily for differentiation purposes, as co-teachers become comfortable with their partnership they may choose to modify stations to differentiate content at each station. Students would still rotate through all stations.

4. **Parallel Teaching** – Each teacher teaches the same information to a smaller group of students most often using the same instructional materials and teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

**Caution** – It is preferable to vary the groups and the teacher so that all students see the equal status of the co-teachers.

5. **Alternative or Differentiated Teaching** – One teacher takes responsibility for the large group while the other works with a smaller group. The smaller group may be used for remediation, pre-teaching, or to differentiate instruction. In this approach instructional strategies, materials, and content may vary between the two groups. Teachers work together to determine the groups, the objectives, and expected outcomes, activities, and assessment for the content they are teaching to their individual groups.

**Caution** – If the same group of students is always separated for alternative instruction, it works against the benefits of inclusion/collaboration.

6. **Team Teaching** – Both teachers share delivery of the same instruction to a whole student group with no prescribed division of authority. Some teachers refer to this as
having "one brain in two bodies." Others call it "tag team teaching." From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

**Caution** – Team Teaching is generally considered the hardest format to implement but the most satisfying, as both teachers must be equally prepared and knowledgeable about the lesson content, the readiness level of the students and their learning styles.

Sources consulted: The work of Dr. Sandra Cohen, The Curry School, University of Virginia; Dr. Marilyn Friend, author and founder of Co-Teaching Connection; The Academy of Co-teaching, St. Cloud University.

E. Co-Teaching Basic Approaches
A. Description

Clinical Experience, considered a valuable and essential component of a teacher’s preparation, initiates the sequence of three clinical placements. In either the spring or fall semesters, intended education majors at Kean University enroll in a campus-based course that is an orientation to teaching as a profession. This course is a prerequisite for admission to the College of Education as well as the introductory course in the clinical component sequence that leads to New Jersey teaching certification.

As part of the Clinical Experience, students attend campus-based sessions that prepare them to observe in classrooms and help them assess their interest in, and potential for, teaching. In order to provide a basis for comparison, students observe three days in urban classroom settings and three days in suburban classrooms. Students also are encouraged to see more than one grade level during their days of observation. In the Teacher of Students with Disabilities Endorsement Program students visit several schools as a group during the first half of the semester. Students then spend one day a week for the second half of the semester (5-6 weeks - minimum of 30 hours) in a classroom setting that most resembles the setting in which they are receiving dual certification.

B. Department Courses Designated as Clinical Experience

The following department courses begin the clinical component sequence and are designated as Clinical Experience.

<table>
<thead>
<tr>
<th>Program</th>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood and Family Studies</td>
<td>EC 2900</td>
<td>Field Experiences in Multicultural Early Childhood Setting</td>
</tr>
<tr>
<td>Elementary Education/Bilingual Education</td>
<td>EMSE 2800</td>
<td>Exploring Teaching/Laboratory Experiences in Multicultural Elementary Classrooms (K-6)</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>EMSE 2801</td>
<td>Introductory Field in Subject Area Instruction Experiences (P-12)</td>
</tr>
<tr>
<td>Middle School Education</td>
<td>EMSE 2802</td>
<td>Introductory Field in Subject Area Instruction Experiences (5-8)</td>
</tr>
<tr>
<td>M.A. Instruction/Curriculum Classroom Instruction</td>
<td>EMSE 5560</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>Fine Arts Education</td>
<td>FA 2900</td>
<td>Field Experience in Multicultural Art Education Settings</td>
</tr>
<tr>
<td>Music Education</td>
<td>MUS 2900</td>
<td>Foundations and Principles of Music</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>PED 2800</td>
<td>Physical Education: Introductory Field Experience</td>
</tr>
<tr>
<td>Teacher of Students With Disabilities</td>
<td>SPED 2120</td>
<td>Sophomore Field Experience in Teacher of Students with Disabilities</td>
</tr>
</tbody>
</table>
C. Teacher Education Programs available at Kean University

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary Education</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-3901</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Hennings Hall, Rm 412</td>
<td>908-737-3779</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-3904</td>
</tr>
<tr>
<td>Elementary/Middle Education</td>
<td>Hutchinson Hall, Rm 334</td>
<td>908-737-4013</td>
</tr>
<tr>
<td>Fine Arts Education</td>
<td>Vaughn-Eames, Rm. 424</td>
<td>908-737-4403</td>
</tr>
<tr>
<td>Instruction in Subject Areas</td>
<td>Hutchinson Hall, Rm 330/334</td>
<td>908-737-4001</td>
</tr>
<tr>
<td>K-12 (Biology, Chemistry, English, Earth Science, ESL, History, Mathematics, Spanish Theatre)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Education</td>
<td>Wilkins Theater, Rm. 112</td>
<td>908-737-4339</td>
</tr>
<tr>
<td>Physical Ed./Health Ed.</td>
<td>D'Angola Hall, Rm. 207</td>
<td>908-737-5503</td>
</tr>
<tr>
<td>Post-Baccalaureate Program</td>
<td>Hennings Hall, Rm. 214</td>
<td>908-737-3800</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities</td>
<td>Hennings Hall, Rm 317</td>
<td>908-737-3860</td>
</tr>
</tbody>
</table>

D. Student Outcomes at the Introductory Level

At the conclusion of the Clinical Experience course the student will be able to:

1. demonstrate proficiency in spoken (oral) English and the language of instruction.
2. demonstrate proficiency in written English and the language of instruction.
3. analyze and reflect on his/her personal motivation for choosing teaching as a profession.
4. identify, describe, and analyze the characteristics of a diverse/inclusive classroom.
5. describe and analyze characteristics of effective teaching.
6. gain knowledge of current influences on curriculum decisions including national standards and the NJ Core Curriculum Content Standards (NJCCCS).
7. identify the active roles of the classroom teacher.
8. understand the dynamics of the classroom as it impacts on the educational process.
9. assess the impact on the classroom of the school, community and larger society.
Two important factors in the development of a successful Clinical Experience are: 1) the availability of effective cooperating schools for Clinical Experience, and 2) the matching of cooperating teachers and university students. The following general policies are intended to help ensure that sound procedures are used in the selection of the cooperating schools and in the assignment of clinical experience students and faculty members to those schools.

A. Selection of Cooperating Schools

   1. The administration and faculty of the College of Education, or a school district superintendent or his/her representative, may express a desire to have Clinical Experience students placed within a particular school.

   2. The school district must possess the following qualities or resources:
      
a. A sound and innovative curriculum based on the NJ Core Curriculum Content Standards which will offer Clinical Experience students opportunities to observe and participate in classroom instruction.

      b. An administrative and teaching staff genuinely interested in teacher education at the preservice level. This includes, but is not limited to:
         1) a willingness to participate in programs necessary to prepare for service as a cooperating school.
         2) a willingness to provide appropriate learning experiences for clinical experience students.
         3) a willingness to work collaboratively with Kean University staff members in the development of a sequential clinical experience program.
         4) a willingness to select cooperating teachers who meet the criteria of Kean University and practice the NJ Professional Teaching Standards.

B. Selection of a Professional Development School

   In line with national movements in education, Kean University, in partnership with area school districts, has created a network of Professional Development Schools (PDSs) in which prospective teachers are prepared through a complex, comprehensive and systematic approach. The work in a PDS is designed to improve P-12 student learning, strengthen teacher education, promote professional development, and support collaborative inquiry.

   Professional Development Schools have been advocated in many commissions and reports on teacher education (Goodlad, 1990; Holmes, 1986; Holmes, 1990; Levine, 1992) as a vehicle for educational change. Darling Hammond (1998) describes PDSs as places where prospective and cooperating teacher learning becomes (1) experimental, (2) grounded in teacher questions, (3) collaborative, (4) connected to, and derived from, teachers' work with their students, and (5) sustained, intensive, and connected to other aspects of school change.

   The central goal of a PDS is to create an exemplary school environment that provides for the ongoing tasks of school renewal while seeking to serve the needs of P-12 students. A PDS provides a clinical setting for pre-service education in which university students and P-12 faculty engage in professional development, receive intense supervision, promote and conduct inquiry that advances knowledge of
schooling, foster parental involvement with the school, and strengthen the university-school collaboration.

**Professional Development School Sites**

<table>
<thead>
<tr>
<th>Elementary School Sites</th>
<th>Middle School Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth: Dr. Orlando Edreira School #26, K-8</td>
<td>Hillside: Walter O. Krumbiegel Middle School</td>
</tr>
<tr>
<td>Hillside: A.P. Morris Early Childhood Center, Calvin Coolidge,</td>
<td>Linden: Soehl Middle School</td>
</tr>
<tr>
<td>George Washington and Hurden Looker Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>Perth Amboy: Flynn Elementary School</td>
<td>Perth Amboy: Shull Middle School</td>
</tr>
<tr>
<td>Plainfield: Cedarbrook K-8 Center</td>
<td>Piscataway: Conackamack Middle School</td>
</tr>
<tr>
<td>Rahway: Cleveland, Franklin, Madison, and Roosevelt Elementary</td>
<td>Rahway: Rahway 7th &amp; 8th Grade Academy</td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
<tr>
<td>Roselle: Harrison Elementary School</td>
<td></td>
</tr>
<tr>
<td>Toms River: Citta and Silver Bay Elementary Schools</td>
<td></td>
</tr>
<tr>
<td>Woodbridge: Matthew Jago Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

**High School Sites**

<table>
<thead>
<tr>
<th>Linden: Linden High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plainfield: Plainfield High School</td>
</tr>
<tr>
<td>Rahway: Rahway High School</td>
</tr>
</tbody>
</table>

C. **Placement Procedures**

1. Clinical Experience placements are made through a cooperative and mutual agreement with K-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education. Preferences will be given to placements where agreements exist with selected K-12 partner schools and agencies.

2. The faculty and staff of the College of Education endorse clinical placements in multicultural districts and diverse classrooms. Field assignments are designed for COE students that prioritize opportunities to interface with K-12 students of differing abilities, races and cultural backgrounds.

3. Placements are made in public school settings with cooperating teachers who meet the criteria as stated.

4. Placements are made in schools which satisfy accreditation requirements of the New Jersey Department of Education.

5. Placements in Professional Development Schools (PDS) are a priority for the College of Education.
6. Placement of Clinical Experience students at their place of employment, if employed by a school district/school/agency, is at the discretion of the course instructor.

D. Selection of a Cooperating Teacher

The cooperating teacher is the single most important element of a successful Clinical Experience. Modeling exemplary classroom practices, a cooperating teacher offers the beginning clinical component sequence student opportunities to observe effective instruction, successful classroom management strategies, and positive social interactions among pupils and adults.

To serve as a cooperating teacher, a teacher must:

1. have been approved by the principal and/or the district;
2. hold a valid standard New Jersey teaching certificate authorizing him/her to teach in the field and/or grade level;
3. have completed at least three (3) years of successful classroom teaching experience including one within the district;
4. have a thorough knowledge of the subject matter and use such knowledge to create multiple learning experiences for students;
5. demonstrate positive language and effective classroom management strategies;
6. appreciate individual differences, show respect for diverse talents of learners and be committed to helping them develop self-confidence and competence;
7. plan instruction based on knowledge of subject matter, of students, and of curriculum goals and models and the NJ Core Curriculum Content Standards;
8. demonstrate excellence in teaching and communication skills;
9. be a lifelong learner who seeks opportunities for continued growth;
10. possess and exhibit high expectations for students;
11. collaborate with colleagues and parents;
12. be willing to participate in university-sponsored professional development opportunities and experiences that increase his/her expertise as a cooperating teacher and classroom instructor;
13. provide a classroom climate that allows the teacher candidate opportunities for learning and relevant experience; and

E. Responsibilities of a Cooperating Teacher

Cooperating teachers are asked to:
1. model appropriate language skills;
2. discuss instructional strategies;
3. integrate the university student into the activities of the classroom;
4. provide space and materials (i.e., texts, handouts, supplies) for the university student to use during the period of observation/participation;
5. teach lessons that demonstrate effective classroom procedures;
6. provide advice and information about classroom management and student behavior;
7. encourage the participation of the Clinical Experience student in classroom activities;
8. promote the professionalization of teaching;
9. help the university student to evaluate his/her commitment to teaching;
10. reinforce the awareness of state and national standards and initiatives including NJ Core Curriculum Content Standards; and
X. CLINICAL EXPERIENCE POLICIES & PROCEDURES

A. Registration

A student participating in a Clinical Experience course must register with the Office of the Registrar using Kean Wise or One-Stop Service.

1. A student must consult with his or her educational program advisor to ensure that he or she registers for the correct Clinical Experience course and section number and receives transcript credit.

2. It is the student’s responsibility to pay his/her tuition bill on time or to contact student accounting if a tuition and fees bill is not received prior to the start of the Clinical Experience semester.

B. State of New Jersey Requirements for Educators

1. Mantoux Test (Required)

A candidate is required to have proof of negative test results for the Mantoux (Tuberculin) Test before entering the assigned school for the Clinical Experience. The results must be less than six (6) months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures (including chest x-ray and medical evaluation) and submit a physician’s report.

2. Reporting Child Abuse in New Jersey (Required)

A pre-service teacher should check with his/her cooperating teacher to learn the reporting procedures of the school district to which he/she has been assigned.

New Jersey law states: Any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report the same immediately to DCF’s Child Protection and Permanency (CP&P) by telephone or otherwise. Such reports, where possible, shall contain the names and addresses of the child and his parent, guardian, or other person having custody and control of the child and, if known, the child’s age, the nature and possible extent of the child’s injuries, abuse or maltreatment, including any evidence of previous injuries, abuse or maltreatment, and any other information that the person believes may be helpful with respect to the child abuse and the identity of the perpetrator.

A person who reports or causes to report in good faith an allegation of child abuse or neglect pursuant to section 3 of P.L.1971, c. 437 (C. 9:6-8.10) and as a result thereof is discharged from employment or in any manner discriminated against with respect to compensation, hire, tenure or terms, conditions or privileges of employment, may file a cause of action for appropriate relief in the family part of the Chancery Division of the Superior Court in the county in which the discharge or alleged discrimination occurred or in the county of the person’s primary residence.

If the court finds that the person was discharged or discriminated against as a result of the person’s reporting an allegation of child abuse or neglect, the court may grant reinstatement of employment with back pay or other legal or equitable relief.
3. **Criminal History Background Check**

Since 1986, the New Jersey State Department of Education requires all new employees to be fingerprinted and undergo a criminal history background check. An introductory field experience student is not an employee of the school district where he/she completes the clinical experience, however, a district may require a field experience student to provide assurance that he/she has not been convicted of any disqualifying offense since their eighteenth birthday.

Some local school districts, in order to ensure themselves and the public that a preservice student has not been convicted of a disqualifying offense, may require the intern to submit, have notarized, and keep in their records the second part of the “Application Authorization and Certification Form” which provides this assurance.

As proof of a clean criminal background history, all College of Education students are strongly advised to seek a substitute teaching certificate as soon as they have earned 60 credits.

4. **Disqualifying Offenses**

As required by New Jersey state law, in most cases the State of New Jersey, Department of Education will not issue a teaching certificate to anyone with a history of certain disqualifying offenses. Similarly, New Jersey facilities, centers, schools, and school systems under the supervision of the Department of Education are barred from employing such individuals in positions which involve regular contact with pupils under the age of eighteen.

A conviction or pending charges for any of the following crimes or offenses may preclude a student from participation in field experiences (introductory, preprofessional and professional internship) and placement in school districts/agencies.

The disqualifying crimes/offenses include:

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

Any student who believes that he or she may have been convicted of, or have charges pending for, any of the above crimes/offenses must contact his/her course instructor and Teaching Performance Center immediately.
C. Schedule

1. Clinical Experience students observe three (3) full days in a suburban district and three (3) full days in an urban district. In the Teacher of Students with Disabilities Program students visit several schools as a group during the first half of the semester. Students then spend one day a week for the second half of the semester (5-6 weeks - minimum of 30 hours) in a classroom setting that most resembles the setting in which they are receiving dual certification.

2. Each semester the schedules of observation and visitation for Clinical Experiences are jointly developed by the staff of the Teaching Performance Center and the university faculty.

D. Attendance and Punctuality

1. Students have an obligation to be punctual and consistent in attendance.

2. Students are to be in their assigned school at the time designated by their university instructor and the principal of the school. They are to remain at the school for the duration specified by the Kean University instructor.

3. If a Clinical Experience student has children, childcare is the responsibility of the clinical experience student. Also, transportation to and from the assigned introductory field schools is the student’s responsibility. The student must handle these needs as if he/she had been employed by the placement district and allot a sufficient amount of time to arrive at school at the designated time.

4. During the Clinical Experience, the student is expected to be present for all assigned days in the schools. No absences will be allowed except for personal illness or death in the immediate family. If a student must miss days due to reasons cited, all work must be made up. The Kean course instructor will determine how the student can make up the work.

5. In cases of excessive absences, the student may be removed from the placement.

6. Absence for a part of a day counts as one absence.

7. If a student is absent, he/she is to call the office of the assigned school as soon as it opens to inform the contact person at the school of his/her absence. The student must also inform the course instructor.

E. Reporting an Accident/Incident

If an accident or incident related to an intern’s health occurs during a field experience semester, it is the student’s legal obligation to:

1. Notify the school/district where injury happened.

2. Notify in person Kean University Health Services as soon as possible following the incident or accident so that an Incident/Accident Report Form can be completed. The phone number for Health Services is 908-737-4880.

3. Completed INCIDENT/ACCIDENT REPORT FORM must be filed within ninety (90) days of the INCIDENT/ACCIDENT with Student Health Services at Kean University.

Additional Information Available at http://www.kean.edu/offices/student-health-services
Insurance Requirements for Students: The Federal Patient Protection and Affordability Care Act (PPACA) requires that all citizens must maintain insurance coverage. Therefore, it is expected that all students enrolled at Kean University will be covered by and will maintain a health insurance plan.

As of the Fall 2016 term, Kean University will no longer offer a student health insurance plan.

Residential and international students along with student athletes will continue to be required to submit proof of insurance to the University.

The passing of New Jersey Statute 18A:62-15 no longer requires New Jersey colleges and universities to ensure that students are covered by health insurance policies. It was the intention of the Legislator and the Governor to enable students to select their own health plans rather than have plans selected by the University. For more information about submitting proof of insurance and insurance requirements, please visit:

www.kean.edu/offices/health-services/health-insurance

F. Accommodations Policy

Kean University will make reasonable accommodations for persons with documented disabilities, who are registered with the Office of Disability Services. Students need to contact the Office of Disability Services, the University Supervisor or PDS clinical instructor, and professors for all classes as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. Communication between students, the Office of Disability Services, the Director, and professors will be strictly confidential. For additional information, please contact the Office of Disability Services, Downs Hall 122, 908-737-4910 or disabilitieservices@kean.edu.

G. Snow or Inclement Weather

A student’s responsibilities for attendance are the same as those for a professional teacher. Schedules are developed to meet requirements of Kean University.

The student should become familiar with the school/district’s notification procedures for closing. On days when the weather is questionable, students should listen to the local radio station to find out about school closings. Please do not call the school for the information. Announcements are generally available on TV and radio stations by 6:30 a.m. or on the school district’s website.

H. Strike Threatened at the Site of the Clinical Experience

In the event that the school or district to which the university student is assigned is subject to any serious conflict or dispute between the teachers’ association and the board of education, the Clinical Experience student should occupy a position of neutrality, which means:

1. The situation that affects the clinical experience is to be reported to the university instructor and the Teaching Performance Center, 215 Hennings Hall, 908-737-3790.

2. The Clinical Experience student is not to cross a picket line or participate in a job action.
I. Removal of a Clinical Experience Student

1. A Clinical Experience student may be removed from a placement at the request of school district personnel, school administration, the cooperating teacher, or university faculty.

2. Common reasons for a student to be removed from an Clinical Experience include lack of documentation of a Mantoux (Tuberculosis) Test, lack of documentation of a clean criminal background, appearance and dress inappropriate for a school setting, or attitude and behavior unbecoming a professional educator.

3. If removal is the result of unethical conduct or criminal activity, the student may be denied a second opportunity to perform a clinical experience.

J. Leave of Absence: Medical or Personal Reasons

Students who must leave the University temporarily either for medical or personal reasons request a leave of absence. Medical leaves are processed by the Office of Health Services, Downs Hall 126, 908-737-4880; personal leaves are processed by the Counseling Center, Downs Hall 127, 908-737-4850.

Students who request a leave of absence after a semester has begun are to do so no later than one week past mid-semester. The ordinary length of a leave of absence is a semester. In unusual circumstances the Office of the Vice President for Student Affairs may approve a renewal of leave for the semester immediately following.

To return to the University from a pre-approved leave of absence, the student contacts CAS One-Stop in the Registrar’s Office to request permission to register for the semester.

The above provisions apply to full-time and part-time students in good standing. Good standing is defined as follows: a cumulative grade point average at the completion of the semester prior to request for leave of absence that meets the minimum academic requirements of the University (2.0 or better); all financial and other obligations to the University have been met in full; and there is no disciplinary probation/suspension/dismissal in effect.

*Kean University Catalog 2015-2016*, p. 31.

K. Withdrawal from a Course

In order to withdraw from one or more courses a student either must do so in person with a valid photo ID, or submit written notification (a letter listing the student ID number and sufficient information to identify the course section to be dropped) to the Office of the Registrar. In person, a Kean Ocean student is able to drop courses through the Kean Ocean Administrative Office, Gateway 103. A student may also email, from their Kean Google account, their request to withdraw to regme@kean.edu.

Any student who does not officially withdraw on or before the withdrawal date published in the academic calendar will be given a letter grade that reflects his or her achievement in the course.

*Kean University Catalog 2015-2016*, p. 12

L. Assessment and Grading

1. Assessment
Assessment of a student enrolled in a Clinical Experience course is completed by the course instructor with appropriate feedback and comments from the cooperating teacher to whom the university student is assigned for observation.

A Clinical Experience student receives feedback after the actual Clinical Experience, as well as feedback on his/her classroom performance. The Clinical Experience Performance Competency Assessment Worksheet (Appendix G) is used to assess all clinical experience students. Completed copies are distributed to the Teaching Performance Center, student, course instructor, and department.

2. Grading

Traditional letter grades are awarded at the completion of the Clinical Experience course.

A student who intends to enter the College of Education must successfully complete a clinical experience course (EC 2900, FA 2900, EMSE 2800, 2801, 2802, 5560, MUS 2900, PED 2800, SPED 2120). Programs have different requirements for entrance; please check with the individual program for passing grade requirements.

M. Substitute Teaching

Kean University does not permit a student to be used as a substitute teacher while performing his/her clinical experience. When a cooperating teacher is absent, it is expected that the school or district will hire a substitute teacher and place the Clinical Experience student with another teacher for the day.

However, the University urges strongly that students obtain their substitute certification as soon as they have earned the required 60 credits. Substitute teaching allows students opportunities to gain valuable experience at varying grade levels and in many different subject areas. A valid substitute certificate, while providing proof of a clean criminal background history, is also an important bridge to obtaining a teaching position after graduation and prior to receiving the standard teaching license from the state. A student may substitute teach only on the days he/she is not assigned to perform Clinical Experience work.

In accordance with the New Jersey Department of Education, school districts that require students to obtain a New Jersey Substitute Certification must place those students on their approved substitute teacher list.
XI. THE CLINICAL EXPERIENCE STUDENT

A. Responsibilities of the Clinical Experience Student

The university student is to:
1. arrive promptly and sign in at the assigned school.
2. dress professionally. Jeans and t-shirts are not appropriate dress for most school situations.
3. exhibit skill in communicating in oral and written language.
4. respect the rules and regulations of the cooperating school.
5. follow school safety and health regulations.
6. attend scheduled university-based sessions.
7. maintain on-going communication with university instructor.
8. treat conference and classroom events with confidentiality and professionalism.
9. express interest and enthusiasm in teaching.
10. participate in classroom activities as invited by the cooperating teacher.
11. observe and analyze classroom activities, as well as activities within the school.

B. Activities Appropriate for Clinical Experience

University students enrolled in the Clinical Experience spend six days observing classroom interactions. Students may assist classroom teachers, if invited, in the following:

- duplicating materials
- using AV equipment
- using computers
- checking assignments
- tutoring
- reading orally
- shadowing a student
- leading a small group
- attending a faculty meeting
- preparing materials or
- assisting students in library
- talking informally with students
- directing small group discussion or
- small group activity
- pronouncing spelling/vocabulary lists
- creating an activity for involving students

C. Requirements of the Clinical Experience Semester

Clinical Experience is an exploratory semester of inquiry during which students observe three days in urban classroom settings and three days in suburban classrooms. Students also are encouraged to see more than one grade level during their days of observation. In the Teacher of Students with Disabilities Program students visit several schools as a group during the first half of the semester. Students then spend one day a week for the second half of the semester (5-6 weeks - minimum of 30 hours) in a classroom setting that most resembles the setting in which they are receiving dual certification. Fundamental to this course is that:

- students become aware of the realities of teaching in the schools of New Jersey in the 21st Century and beyond, and that

- effective teaching is a complex process of interrelated skills, knowledge, and dispositions requiring focused work, commitment, and talent.
The three (3) requirements of the Clinical Experience semester are:

1. observing and analyzing activities within suburban and urban classrooms;
2. initiating and maintaining a reflective journal; and
3. beginning the preparation for the edTPA.

1. Observing and Analysing Activities within Suburban and Urban Classrooms (required)

The Clinical Experience at Kean University requires a minimum of six (6) full day observations of teachers and students in public schools. Of the six days observation, three (3) days are designated to be spent in a school setting in an urban community. For the remaining three (3) days, students are assigned to a suburban placement.

A variety of schools and classrooms to be observed are selected to provide insights into relations between teachers and students, the backgrounds of students who will be in elementary and secondary classrooms, and the effects of different instructional strategies, different materials and resources, and different styles of teaching.

Some ways to focus observations include:

a. Concentrate on watching the students in the classroom(s). Note the range of differences in abilities, appearances, and interest that occur in a single class. Note how students react to different teaching approaches.
   1) Which teaching techniques excite their interest?
   2) Which teaching materials and strategies did you observe? Which promoted student interest and engagement?
   3) How many students were in the classroom?
   4) How many students were involved with the lesson?

b. Observe the ways different teachers handle their classes.
   1) How do they start their classes?
   2) How much time do they spend starting their classes?
   3) What attendance procedures are in use?
   4) How are classes brought to conclusion?
   5) What techniques for motivation, probing, discovery, inquiry, closure, and reinforcement are used?
   6) What procedures are used to establish and maintain classroom control?

c. Observe the climate of each class.
   1) What seems to be the cause of the climate?
   2) Is the class teacher-centered or student-centered? How do you know?
   3) How does the teacher use learning centers?
   4) How do students respond to the teacher, fellow students, you as an observer?

2. Initiating and Maintaining a Reflective Journal (Required)

Each student is required to maintain a journal. This is intended to help a student analyze and reflect upon classroom issues that he/she may observe. A reflective journal promotes self-understanding through the recording of experiences and personal reactions to them. Maintenance of a journal is an important aspect of the Clinical Experience.
Set aside 15-20 minutes at the end of every school experience and write reflectively in your journal. Be consistent and enter the following data: date, time, hours spent at the school, activities observed, as well as the number of students in the class. After this, respond generally to the following:

a. what occurred and why you think an activity went well?

b. what occurred and why you think an activity did not go well?

c. what questions that may remain regarding the classroom instruction?

d. what insights did you gain?

Several suggestions for reflective journal entries follow.

During a Clinical Experience observation, consider the following activities:

1. Talk with the cooperating teacher about his/her objective(s) for the subject matter you are observing. List the objectives and the instructional strategies.

2. Ask the cooperating teacher about his/her classroom management plan. During the observation, note and record evidence of the management plan in action. Is the classroom management plan effective?

3. Look for evidence that the NJ Core Curriculum Content Stanards are being used in lessons observed.

4. Discuss with the cooperating teacher ways in which she/he adapts or adjusts lessons for varying levels of student development and learning styles. As the lesson is observed, look for evidence of those adjustments or adaptations.

5. Observe the cooperating teacher giving directions for an activity. Record what the teacher says. Observe the students and record any questions they ask and any observable evidence that the students understand or did not understand the directions.


Some Questions About Starting a Reflective Journal

**Q:** What is a reflective journal?

**A:** A journal is a written record of a person’s thinking. The act of thinking/writing leads to the construction of meaning.

**Q:** What are the advantages of a reflective practice journal?

**A:** A reflective journal will serve as a link between course work or theory and the activities or practices observed in a classroom. Reflective writing will provide a student with an opportunity to demonstrate how well the lessons have been integrated and applied. Finally, keeping a reflective journal will provide a student with a record of his/her growth as an informed, dynamic professional.

**Q:** Is it the same as a diary?

**A:** No. A diary may cover personal, day-to-day topics, but a professional journal will be concerned with topics related to the profession of education and classroom activities.

**Q:** What do I write about?

**A:** Lessons the cooperating teacher teaches. What seemed to be effective and why? What could have been done differently and why? What techniques were used for transitions for daily activities? How did the cooperating teacher handle attendance, handing out materials, dismissal, etc. Again, what worked and why is the essence of reflection. Student behavior and classroom management are also fertile areas for reflective writing.
Q: Do I just write about what I see or what I read?
A: Writing a description of what may have been experienced, seen, or read is a starting point but reflection is then required. The reflection may manifest itself in several modes. It may be an analysis of a student’s own personal opinions, beliefs, biases, attitudes, prejudices, etc. in light of the field observation. It may be an examination of what lies behind the particular topic. It may be an informed discussion of the social worthiness of the idea, experience, etc. It may be an envisioning of the action that may be taken. Usually, reflective writing involves a recognition of relationships between any of the above. These are offered as a guide (not a straitjacket) to aid the student in the reflective process.

Q: Who is going to read this journal?
A: The course instructor

Q: How much do I write and when do I write?
A: At the very least, one entry should follow each clinical observation.

Q: What about correct grammar, mechanics, usage and typing?
A: Entries will most likely be written in a “flow of consciousness” manner. The student should be concerned with where thoughts are leading, as well as with the mechanics of writing and use of standard English.

Q: So overall, what is this journal assignment supposed to do for me?
A: A student will begin developing an awareness of one’s self as a learner and of the learning that is being done throughout this semester of introductory field experience. A student will also enter into the mode of a reflective education professional, i.e., one who connects concepts and experiences, questions and critiques, dialogues with others, and never stops being a learner.

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<td>TEACHER OF STUDENTS WITH DISABILITIES</td>
<td>Dr. Barham Lee</td>
<td>HH317, 737-3800</td>
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<td>Ms. Rachel Evans</td>
<td>VE411, 737-4429</td>
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<td>SPEECH PATHOLOGY</td>
<td>Dr. Martin Shulman</td>
<td>EC 106A, 737-5802</td>
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<td>KEAN@OCC ADVISOR</td>
<td>Mr. Robert Colangelo</td>
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Revised: 11/24/16
APPENDIX B

Kean University
College of Education
Field Experience Policies

COE Policy 1.21 Field Experiences

All teacher undergraduate and post-baccalaureate education majors at Kean University are required to successfully complete an Introductory (sophomore) field and Preprofessional (junior) field experience as well as a full semester of Professional Internship/student teaching. These field experience settings are selected so that cultural diversity and the education of exceptional populations are addressed. Graduate education majors are required to complete embedded field experiences within course work as well as the professional internship.

School of Education Administrative Council Action
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 1/16/02

COE Policy 1.22 Admission to Preprofessional Experience

To be eligible to register for the Preprofessional Experience the student must be formally accepted into the appropriate education program, have met the entrance requirements to Kean University, and have accumulated a minimum of 60 credits. New students and new transfer students entering the university after 9/01/12 are required to have at least a 3.0 cumulative GPA earned at Kean University.

Student must make formal application to the Teaching Performance Center (TPC) Hennings Hall 215. Applications for the following summer and fall terms are due February 1. Applications for the following spring term are due April 1. Transfer students and special cases applying for spring placement must complete and submit applications by September 15. Students who are not eligible or those who do not apply by the required time may not be accepted for enrollment until the next semester.

Preprofessional Field Application Instructions and Preprofessional Field Guidelines, 2012. Revised 08/01/12 Approved by Field Advisory Committee 08/30/12 Approved by Administrative Council

COE Policy 1.23 Placement for Preprofessional Experience

1. Internship placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education where agreements with selected P-12 schools and agencies exist.

2. Preprofessional experience students will be assigned to schools in towns other than where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. Exceptions may be made for students living in special needs districts or professional development school districts. Placements in districts with diverse populations are encouraged.
3. If there are special considerations requested in placements, they are to be made in writing to the Assistant Director of the Teaching Performance Center with a copy to the program coordinator at the time the application is submitted. Requests for placement by students will be considered only where there is evidence of extenuating circumstances.

4. Each student will be provided two opportunities to interview for a preprofessional placement. If both interviews result in non-acceptance, the student will be evaluated by a Fieldwork Review Committee convened by the Teaching Performance Center to determine his/her suitability for classroom placement. The committee membership will consist of the student’s designated program coordinator or faculty advisor and representatives from the Teaching Performance Center and the appropriate department within the College of Education.

5. Placements in Professional Development Schools are a priority for the College of Education.

PreProfessional Internship Application Instructions and
A Guide for Professional Laboratory Experiences:
Revised 5/12/01
Approved by Field Advisory Committee
Approved the Administrative Council 4/2/02

**COE Policy 1.24 Preprofessional Experience Waivers**

No preprofessional experience will be waived after May 23, 1991. All students must complete a preprofessional field experience. Students who are teaching under contract may be supervised in their own classroom, but they must register for the preprofessional/junior field experience. This also includes students who have successfully completed preprofessional experiences at a university in a foreign country.

Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 1/16/02

**COE Policy 1.25 Admission to Professional Internship**

Admission requirements for professional interns seeking teacher certification have been established by the College of Education to meet New Jersey Department of Education requirements as well as those of Kean University. The following are prerequisites to the internship program:

1. **Undergraduate Students**
   a. Formal acceptance into a program within the College of Education.
   b. A minimum of 95 credit/semester hours completed.
   c. Effective September 1, 2012 new students and new transfer students are required to have achieved a minimum 3.0 cumulative GPA or above from all institutions attended and at Kean University.
   d. A student is required to have negative test results for the Mantoux Tuberculin Test before s/he enters the assigned school for the Professional Intern/Student Teaching Field Experience. The results must be no more than six months old and be submitted to the school nurse on the first day.
of the experience. A student with a positive reaction to the Mantoux must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician report.

e. Successful completion of Introductory (sophomore) Field Experience and the Preprofessional Field Experience.

f. Specific program requirements including prerequisite courses as determined by the department in which accepted. Individual department and/or program requirements may supersede the above stated eligibility requirements, particularly grade point average. Please check with program coordinator.

g. Courses in educational professional sequence and the academic major must be a C or better. No grades below C or INCOMPLETE are acceptable.

2. Post Baccalaureate/Certification Students: (must be matriculated)

a. Successful completion of respective Introductory (sophomore) Field course and Preprofessional Field course.

b. Completion of EDUC 3000 and EDUC 3400/01/03 where required.

c. Cumulative GPA of 3.0 or above (effective 09/01/12).

d. Grades in education courses B or better.

e. A student is required to have negative test results for the Mantoux Tuberculin Test before s/he enters the assigned school for Professional Intern/Student Teaching Field Experience. The results must be no more than six months old and be submitted to the school nurse on the first day of the experience. A person with a positive reaction to the Mantoux must comply with the State's follow up procedures (including chest x-ray and medical evaluation) by submitting a physician report.

f. Specific program requirements including prerequisite courses as determined by the department in which accepted. Department and/or program requirements may supersede above eligibility requirements. Please check with program coordinator.

A Guide for Professional Laboratory Experiences, 2012 Revised 08/30/12 Approved by Field Advisory Committee

COE Policy 1.26 Placement for Professional Internship

1. Internship placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education where agreements with selected P-12 schools and agencies exist.

2. Professional interns will be assigned to schools in towns other than where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. Exceptions may be made for students living in special needs districts or professional
development school districts. Students may select from an approved listing of placements. Placements in districts with diverse populations are encouraged.

3. If there are special considerations requested in placements, a hardship letter is to be made in writing to the Director of the Teaching Performance Center with a copy to the program coordinator at the time the application is submitted. Requests for placements by students will be considered only where there is evidence of extenuating circumstances.

4. Each student will be provided two opportunities to interview for an internship placement. If both interviews result in non-acceptance, the student will be evaluated by a Fieldwork Review Committee convened by the Teaching Performance Center to determine his/her suitability for classroom placement. The committee membership will consist of the student’s designated program coordinator or faculty advisor and representatives from the Teaching Performance Center and the appropriate department within the College of Education.

5. Placements in Professional Development Schools are a priority for the College of Education.


COE Policy 1.27 Selection of Professional Internship/Student Teaching Sites

A listing of Professional Internship sites as approved by the program faculty and school districts is available.

Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02

COE Policy 1.28 Professional Internship Schedule

The professional internship is the third and final stage in the teacher preparation sequence and a full-time experience; a stage that requires a student to spend an entire semester - everyday, all day - in an assigned school or agency. Interns will follow the same schedule as the cooperating teacher including appropriate professional activities.

A Guide for Professional Laboratory Experiences – Professional Internship Handbook III 2001 Revised 10/3/01 Approved by Field Advisory Committee Approved by Administrative Council 2/4/02

COE Policy 1.29 Employment and Outside Activities During the Professional Internship

Professional Interns are expected not to participate in any employment, activity, or university functions which interfere with the responsibilities and requirements of the professional experience.

A Guide for Professional Laboratory Experiences, pp.24-25. Revised 11/28/01 Approved by Field Advisory Committee Approved by Administrative Council 2/4/02
COE Policy 1.30  Repeating a Field Experience Course (Preprofessional or Internship)

A student will have one opportunity to repeat either the preprofessional or internship experience.

Application to repeat one field experience course (preprofessional or internship) may be made within a two-year period upon receipt of a grade of unsatisfactory or a student-initiated withdrawal which culminates in a grade of W*. That field experience course may be repeated provided the student meets all recommended interventions as determined by the student’s program advisor.

A student who graduates from the undergraduate program without certification and returns to the post baccalaureate program is also governed by this policy. Students with extenuating circumstances may submit a letter of appeal with supporting documentation to the Office of the Teaching Performance Center.

*Withdrawal from a course remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the University Bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found in the University Bulletin.

Rev. 12/08/04 Field Advisory Committee
Approved by Administrative Council 2/7/05
Rev. 5/19/08 Field Advisory Committee
Approved by Administrative Council 11/3/08

COE Policy 1.31  Job Action at Site of Field Experience Placement

In the event that the school or district to which the university student is assigned is subject to any serious conflict or dispute between the teachers’ association and the Board of Education, the field experience student will occupy a position of neutrality, which means:

1. The situation that affects the field experience is to be reported to the university supervisor/clinical instructor or faculty and the Teaching Performance Center, 215 Hennings Hall Hall, (908) 737-3790.

2. The field experience student is not to cross a picket line or participate in a job action.

A Guide for Professional Laboratory Experiences, 2001
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02

COE Policy 1.32 Field Experience Requirement

All undergraduate, post-baccalaureate, and most graduate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one preprofessional field experience at Kean as well as a full semester of professional internship.

A Guide for Professional Laboratory Experiences, 2001
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02
COE Policy 1.33 Removal from Field Experience Placement

Removal from a field experience placement may be initiated by a school district administrator, cooperating teacher, or university supervisor.

If a teacher candidate is removed from his/her placement, the student will be required to withdraw from the field experience for that semester. The student will not have the opportunity to be placed again in the field in the same semester. Withdrawal from a course remains the responsibility of the student.* A student who has been removed from a placement will be required to meet all recommended interventions determined by his/her program advisor prior to a second and final placement opportunity.

Application to repeat one field experience course (preprofessional or internship) may be made within a two year period upon receipt of a grade of unsatisfactory or a student-initiated withdrawal which culminates in a grade of 'W'. A student will have one opportunity to repeat either the preprofessional or internship experience. If removal is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experience, the student may be denied a second opportunity. Withdrawal (W) from either preprofessional or the professional internship counts as one of the two placement opportunities.

A student who graduates from any College of Education program without certification and returns to any post baccalaureate and/or graduate program is also governed by this policy.

* Withdrawal from a course remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the University Bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found in the University Bulletin.

Revised 11/28/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02
Revised 5/19/08 Field Advisory Committee
Approved by Administrative Council 11/3/08

COE Policy 1.34 Visiting Professional Interns

The College of Education only accepts visiting professional interns from other NCATE/CAEP approved institutions for guest placements during the final semester of the Professional Internship.

The following criteria must be in place for acceptance. A student must:

- Must have achieved a 3.0 GPA from an accredited NCATE/CAEP institution
- Submit a letter of support from his/her academic department
- Be interviewed by the Director of the Teaching Performance Center
- Submit a completed application for Visiting Professional Internship (available at TPC/Hennings Hall 215)
- Complete a TPC field placement application (available at TPC/ Hennings Hall 215)
- Register for professional internship at the sending institution.
- Make payment of fees to Kean University for supervision, cooperating teacher and supervisor travel cost before August 15 for Fall semester placement or December 15 for Spring semester placement

Revised 11/28/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02
COE Policy 1.35 Course Enrollment during Professional Internship

A student enrolled in the Professional Internship may register for only one additional course for the semester in which the Professional Internship is performed.

Revised 11/28/01  Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02

COE Policy 1.36 Supervision of a Preprofessional Field Experience or Professional Internship Student placed for a Second Semester

A student who is repeating a field experience course will be assigned a Kean University residential faculty member or clinical instructor as his/her supervisor for that field experience semester.

Rev. 11/28/01 Field Advisory Committee
Approved by Administrative Council 2/4/02
Rev. 12/08/04 Field Advisory Committee
Approved by Administrative Council 2/7/05

COE Policy 1.37 Criminal History Background Check

The College of Education of Kean University requires that each student who is enrolled in a field experience course and who will participate in a field placement at a school or agency, affirm and/or certify that he/she does not have a criminal history or conviction pending that will disqualify him/her from certification as an educator or administrator in the public schools and agencies of New Jersey.

Adopted by Field Advisory Committee 12/08/04
Approved by Administrative Council 2/7/05

COE Policy 1.38 Praxis Exam Required

Beginning Fall 2006, education students seeking initial teacher certification are required to take the appropriate Praxis II test and meet the qualifying score as determined by the New Jersey Department of Education before they are eligible to participate in the Professional Internship. Students are required to comply with this College of Education policy, even if their area of certification is currently exempt by the State or no Praxis II exists at this time. A student who does not provide evidence of successfully passing Praxis II will be withdrawn from his/her assignment.

Students are required to submit a copy of the examinee score report as proof of successful completion of this requirement to the Teaching Performance Center with their placement application for the Professional Internship. Any student who does not present scores with the application will be required to sign a statement of intent indicating his/her anticipated test date and agreement to provide the Teaching Performance Center with test results no later than August 1 for fall semester placement and November 1 for the subsequent spring semester placement. A student who does not comply with this policy will be withdrawn from his/her assignment.

Approved by Field Advisory Committee 9/28/05
Approved by Administrative Council 11/7/05
COE Policy 1.39 Professional Conduct

School-based field experiences are an integral part of the teacher preparation/educational services programs. During this time of transition from student to professional, it is expected that College of Education students represent the University in a manner that is respectful, responsible and compliant with the host district policies governing personnel and students. Each teacher candidate enrolled in a field experience is responsible for creating and maintaining a professional identity that demonstrates a commitment to the teaching profession. Candidates who fail to meet one or more of the expectations noted below can anticipate that the grade for the field course will be affected and/or result in student’s removal from the placement.

Professional Conduct Expectations for Field Experience Students:
- Dress professionally/follow district dress code
- Establish and maintain regular communication with supervisor/cooperating teacher
- Participate in daily classroom activities
- Be open to suggestions and accepting of feedback
- Respect opinions, feelings and abilities of students and faculty/staff
- Strictly adhere to school hours, calendar and schedule
- Be dependable and punctual with assignments
- Become familiar with host school rules and district policies
- Use appropriate language at all times
- Demonstrate respect for issues of confidentiality and privacy
- Professionalize your cell phone greetings and email addresses
- Privatize non-educational social web pages and refrain from publishing inappropriate, confidential or slanderous information on public internet sites
- Limit use of non-instructional electronic devices to off school grounds
- No personal communications on school computers
- Maintain professional relationships with students, school colleagues and families consistent with the New Jersey Professional Teaching Standards

Approved: Field Advisory Committee, May 20, 2009
Approved: Administrative Council, October 5, 2009
APPENDIX C

PROFESSIONAL ETHICS

Persons seeking a career in teaching should be aware of the ethical standards established by professional organizations to guide the professional conduct of educators. The Kean University College of Education draws its Code of Ethics and Professional Responsibilities from these sources. Following is the code of the National Education Association (NEA) printed in its entirety.

CODE OF ETHICS OF THE EDUCATION PROFESSION

PREAMBLE

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nature of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of P-12 students, of parents, and of members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provisions of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designated by the NEA or its affiliates.

PRINCIPLE I

Commitment to the P-12 Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the P-12 student, the educator:

1. Shall not unreasonably restrain the P-12 student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the P-12 student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the P-12 student's progress.
4. Shall make reasonable effort to protect the P-12 student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the P-12 student to embarrassment or disparagement
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly:
   a. Exclude any P-12 student from participating in any program.
   b. Deny benefits to any P-12 student.
   c. Grant any advantage to any P-12 student.
7. Shall not use professional relationships with P-12 students for private advantage.
8. Shall not disclose information about P-12 students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II
Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional services.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
APPENDIX D

New Jersey Professional Standards for Teachers - N.J.A.C. 6A-9

6A:9-3.1 Purpose
(a) The Professional Standards for Teachers identify the knowledge, skills, and dispositions that teachers need to practice responsibly.
(b) The Professional Standards for School Leaders identify the knowledge, skills, and dispositions that school leaders need to practice responsibly.

6A:9-3.2 Scope
(a) The Professional Standards for Teachers shall apply to all educators who hold an instructional certificate.
(b) The Professional Standards for School Leaders shall apply to all administrators who hold a supervisor, principal, or school administrator endorsement.

6A:9-3.3 Professional Standards for Teachers
(a) Teacher preparation, district induction, professional development programs, and the school district teacher evaluation system shall align with the standards in (a)1 through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

i. Performances:
(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;
(2) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and
(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:
(1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;
(2) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs;
(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others;
(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions:
(1) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;
(2) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning;
(3) The teacher takes responsibility for promoting learners’ growth and development; and
(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

i. Performances:
(1) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;
(2) The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;
(3) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;
(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms;
(5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and
(6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.
ii. Essential Knowledge:
(1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities; (2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth;
(3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;
(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;
(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and
(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

iii. Critical Dispositions:
(1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
(2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
(3) The teacher makes learners feel valued and helps them learn to value each other; and
(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

i. Performances:
(1) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;
(2) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally;
(3) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;
(4) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention;
(5) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;
(6) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;
(7) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and
(8) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ii. Essential Knowledge:
(1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
(2) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals;
(3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;
(4) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;
(5) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and
(6) The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

iii. Critical Dispositions:
(1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
(2) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning;
(3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
(4) The teacher seeks to foster respectful communication among all members of the learning community.

4. Standard Four: Content Knowledge.
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

i. Performances:
(1) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards;
(2) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content;
(3) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;
(4) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences;
(5) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;
(6) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;
(7) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;
(8) The teacher creates opportunities for students to learn, practice, and master academic language in their content; and
(9) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge.

ii. Essential Knowledge:
(1) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;
(2) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;
(3) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;
(4) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge;
(5) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;
(6) The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and
(7) The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

iii. Critical Dispositions:
(1) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;
(2) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives;
(3) The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;
(4) The teacher is committed to work toward each learner's mastery of disciplinary content and skills; and
(5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

i. Performances:
(1) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);
(2) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);
(3) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts;
(4) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;
(5) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;
(6) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;
(7) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and
(8) The teacher develops and implements supports for learner literacy development across content areas.

ii. Essential Knowledge:
(1) The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
(2) The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;
(3) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;
(4) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;
(5) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;
(6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;
(7) The teacher understands creative thinking processes and how to engage learners in producing original work; and
(8) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.
iii. Critical Dispositions:

(1) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;
(2) The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and
(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.


The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

i. Performances:

(1) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;
(2) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;
(3) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning;
(4) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;
(5) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;
(6) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;
(7) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences;
(8) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and
(9) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ii. Essential Knowledge:

(1) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;
(2) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias;
(3) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;
(4) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;
(5) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;
(6) The teacher knows when and how to evaluate and report learner progress against standards; and
(7) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

iii. Critical Dispositions:
(1) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning;
(2) The teacher takes responsibility for aligning instruction and assessment with learning goals;
(3) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;
(4) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;
(5) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and
(6) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

7. Standard Seven: Planning for Instruction.
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

i. Performances:
(1) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
(2) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
(3) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;
(4) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest;
(5) The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and
(6) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

ii. Essential Knowledge:
(1) The teacher understands content and content standards and how these are organized in the curriculum;
(2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
(3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;
(4) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs;
(5) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs;
(6) The teacher knows when and how to adjust plans based on assessment information and learner responses; and
(7) The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

iii. Critical Dispositions:
(1) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction;
(2) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
(3) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

i. Performances:
(1) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;
(2) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;
(3) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;
(4) The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;
(5) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;
(6) The teacher engages all learners in developing higher order questioning skills and metacognitive processes;
(7) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;
(8) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes; and
(9) The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

**ii. Essential Knowledge:**
(1) The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;
(2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;
(3) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;
(4) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;
(5) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning;
(6) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**iii. Critical Dispositions:**
(1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;
(2) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;
(3) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning;
(4) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

**9. Standard Nine: Professional Learning.**
The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.

**i. Performances:**
(1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;
(2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;
(3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and
(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

ii. Essential Knowledge:
(1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;
(2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and
(3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.

iii. Critical Dispositions:
(1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;
(2) The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;
(3) The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and
(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

i. Performances:
(1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student’s learning;
(2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners;
(3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals;
(4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement;
(5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being;
(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice;
(7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues;
(8) The teacher uses and generates meaningful research on education issues and policies;
(9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles;
(10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and
(11) The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

ii. Essential Knowledge:
(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners;
(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning;
(3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and
(4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions:
(1) The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success;
(2) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals;
(3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning;
(4) The teacher takes responsibility for contributing to and advancing the profession; and
(5) The teacher embraces the challenge of continuous improvement and change.

The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

i. Performances:
(1) The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;
(2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;
(3) The teacher promotes aspects of students’ well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;
(4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;
(5) The teacher maintains professional relationships with students and colleagues;
(6) The teacher provides access to various points of view without deliberate distortion of subject matter; and
(7) The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.

ii. Essential Knowledge:
(1) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;
(2) The teacher understands laws related to learners’ rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);
(3) The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
(4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.

iii. Critical Dispositions:
(1) The teacher recognizes that an educator’s actions reflect on the status and substance of the profession;
(2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;
(3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and
(4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy
INTRODUCTORY FIELD PERFORMANCE COMPETENCY ASSESSMENT/WORKSHEET
(including the requirements of the Level I Teacher Work Sample)

Date: ________________________  Course Instructor: ________________________

Student Name: ________________________  Student Status:  UG  Post-Bac  GR

Student Email Address: ________________________

Directions: Score and then submit this assessment online at www.kean.edu/~tpc. This assessment includes both narrative analysis and numerical ratings of field experience performance competencies as evidenced during the course. Learning outcomes and performance indicators are rated using the following rubric:

<table>
<thead>
<tr>
<th>1. Unacceptable (No Competence) Candidate demonstrates little or no competence.</th>
<th>2. Beginning (Beginning Competence) Candidate demonstrates competence with significant assistance and prompting.</th>
<th>3. Developing (Developing Competence) Candidate demonstrates developing competence with some assistance and prompting.</th>
<th>4. Capable (Competent) Candidate consistently demonstrates competence without any assistance or prompting.</th>
<th>5. Accomplished (Highly Competent) Candidate consistently demonstrates a high degree of competence functioning independently.</th>
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<tbody>
<tr>
<td>K=Knowledge  S=Skills  D=Dispositions</td>
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<td>Please check any indicators that are an area of concern and explain in the comment box.</td>
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1. Speaks English and the language of instruction proficiently. (K,S)
   - Communication: fluent, clearly, correctly and expressively
   - Rating: O O O O O
   - Comments: ________________________

2. Writes English and the language of instruction proficiently. (K,S)
   - Provides written material that is legible, cohesive, and grammatically correct (syntax, punctuation, vocabulary)
   - Organizes and clearly expresses ideas in journal entries, Level I Teacher Work Sample, and other writings
   - Rating: O O O O O
   - Comments: ________________________

3. Demonstrates understanding of district/school/classroom Contextual Factors as defined by the processes of the Teacher Work Sample. (K,S,D)
   - Presents his/her knowledge of community, school and classroom factors
   - Presents his/her knowledge of characteristics of students, skills and prior knowledge
   - Presents his/her observational knowledge of students' range of abilities
   - Presents knowledge from coursework and field experience regarding implications for instructional planning, assessment and application of NJCCC Standards
   - Rating: O O O O O
   - Comments: ________________________

4. Develops a beginning Philosophy of Education that demonstrates (K,D):
   - Provides evidence that the candidate is dedicated to student learning and well being
   - Uses COE Learning Outcomes (SPECTRUM Model) as the framework
   - Integrates theory and research into philosophy
   - Exhibits insight into teaching and learning through field experiences & coursework
   - Rating: O O O O O
   - Comments: ________________________

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<tr>
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<tr>
<td>5. Identifies, describes and analyzes the characteristics of a diverse/inclusive classroom and demonstrates a belief that all children can learn (K, D)</td>
<td>O</td>
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<td>6. Assesses the impact on the classroom of the school, community and larger society (K)</td>
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<td>7. Identifies connections to Professional Standards and the Learning Outcomes of the College of Education. (K, D)</td>
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<td>8. Projects a professional presence. (S, D)</td>
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**TOTAL SCORE: __________________________**

Minimum score of 3 is required for items 1 & 2

Score of 24 & above:  Recommended for Admission to COE & preprofessional field experience
Score of 23 & below:  Not Recommended for Admission to COE

Additional Comments:

Introductory Field instructors should submit students’ score online at www.kean.edu/~tpc.
APPENDIX F

Teaching Performance Center
Kean University - College of Education
Hennings Hall – Room 215 - Union, NJ 07083
Phone: 908-737-3790/Fax: 908-737-3795
Email: tpc@kean.edu

Semester _____ Year _____
Pre-professional _____
Professional _____

CLINICAL/FIELD EXPERIENCE
EMERGENCY INFORMATION

This Emergency Information Form MUST be completed and distributed to the appropriate parties in order to be eligible to begin your field experience.

Directions: 1. One copy of this form must be given to the principal of each school where a clinical experience is being performed.
2. Two copies of this form must be given to your clinical supervisor. The supervisor will retain one copy and forward the other to the Teaching Performance Center.

Student Name: ___________________________ Kean I.D: ___________________________
Address: ___________________________________________________________________
City, State, Zip: ___________________________________________________________________
Phone: ___________________________ Email: ___________________________
University Supervisor: ___________________________ Phone: ___________________________

List the name and phone numbers of three (3) people who can be contacted in case of emergency

Name: ___________________________ Relationship: ___________________________
Address: ___________________________________________________________________
Phone: ___________________________

Name: ___________________________ Relationship: ___________________________
Address: ___________________________________________________________________
Phone: ___________________________

Name: ___________________________ Relationship: ___________________________
Address: ___________________________________________________________________
Phone: ___________________________

Student Signature: ___________________________ Date: ___________________________

Please Complete This Form And Return The Original To Your Clinical Supervisor
By The End Of The First Week Of Your Clinical/Field Experience
APPENDIX G

TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY OF NEW JERSEY
COLLEGE OF EDUCATION
HENNING'S HALL 215 - UNION, NJ 07083
Telephone (908) 737-3790 - Fax (908) 737-3795
Email: tspc@kean.edu

Field Experience: ________________________  Preprofessional  ________________________  Professional
Student Status: ________________________  Undergraduate  ________________________  Post-Bac Certificate  ________________________  Graduate
Department: ________________________  Early Childhood  ________________________  Elementary  ________________________  Bilingual  ________________________  Fine Arts  ________________________  Elementary/Middle
__________________________  Secondary  ________________________  Phys. Ed. & Health  ________________________  Teacher of Std w/Dis

Special Case in Field Experiences: Action Plan for Improvement

A report may be initiated by any member of the field experience triad - student, cooperating teacher or university supervisor. It is the responsibility of the university supervisor to complete and submit this form.

A. Field Experience Student: ________________________ Date: ________________________
   School: ________________________ District: ________________________
   Principal: ________________________ Grade or subject: ________________________
   Cooperating Teacher: ________________________ Semester: Fall  Spring  Su  Year 20__
   Supervisor: ________________________

A field experience assignment may create challenges which require identification and professional management. A student may experience difficulty with the competency area of skills (i.e. classroom skills, management skills); knowledge content (i.e. knowledge of how students develop) or dispositions (i.e. enthusiasm for teaching, interpersonal skills).

B. Explanation of problem: ________________________

C. Plan of Action for Improvement

<table>
<thead>
<tr>
<th>Identify Specific Competency (ies) in Need of Improvement</th>
<th>Describe Strategies for Improvement</th>
<th>Indicate Person Responsible for Implementing Strategies</th>
<th>Establish Time Line For Improvement</th>
</tr>
</thead>
</table>

Comments: ________________________

Student Signature ________________________ Date ________________________
Supervisor ________________________ Date ________________________
Cooperating Teacher ________________________ Date ________________________

The Teaching Performance Center, in compliance with the Family Educational Rights and Privacy Act of 1974, will, if requested by the candidate, provide the right to inspect and review these records.
Field Experience Special Case: An Action Plan

This report may be filed in a variety of circumstances but must be filed if the score of a field experience/internship student is unsatisfactory at mid-semester.

A field experience assignment may create challenges which require identification and professional management by the Kean University clinical supervisor/clinical instructor. During the placement, a student may experience difficulty with problems or professional concerns. These may include but are not limited to such areas as classroom instruction, spoken or written English, management skills, content knowledge or interpersonal relationships.

The following procedure is outlined as a management plan leading to the resolution of a problem or concern with a field experience student.

Notification

1. A serious problem (or problems) is identified by the cooperating teacher and/or the clinical supervisor/clinical instructor.

2. The clinical supervisor/clinical instructor and the cooperating teacher confer to further define the problem(s).

3. The clinical supervisor/clinical instructor, the cooperating teacher and the field experience student confer formally to identify clearly and explain fully the problem(s) as well as generate suggestions for its solution. This conference is to be dated, noted and recorded on a narrative report or appended to the narrative report. In most cases, this should take place within the first 4 to 5 weeks of the student’s placement.

4. The director of the Teaching Performance Center is to be informed of the problem at this time. The director will then notify the program coordinator.

5. If the problem(s) persists, a second formal conference with the student, the cooperating teacher and the clinical supervisor/clinical intern is held. The Special Case Report is completed by the clinical supervisor/clinical instructor and signed by the student, the cooperating teacher and the clinical supervisor/clinical instructor. The original and one copy of the Special Case Report are sent immediately to the Teaching Performance Center. The remaining copies are distributed to the persons indicated. In most cases, this should take place by the end of the 6th week.

6. If progress is not observable by the cooperating teacher and/or the Kean University clinical supervisor/clinical instructor, the director of the Teaching Performance Center is formally and directly notified by the clinical supervisor/clinical instructor. The director of the Teaching Performance Center will arrange a conference with the clinical supervisor/clinical instructor, the cooperating teacher and the university program coordinator to discuss available options. The field experience student will then be invited into the conference. (This must take place no later than the 8th week of the professional intern’s placement.)

Remediation

1. Identify area(s) in need of improvement
2. Suggest strategies to strengthen/overcome identified problem area(s).
3. Identify resource person and/or persons responsible for implementing improvement strategies.
4. Establish specific time line(s) for demonstrated improvement in identified area(s).
5. Complete, sign, and file with the Teaching Performance Center a Field Experience Special Case form, distributing copies to the field experience student, cooperating teacher, and clinical supervisor/clinical instructor.
APPENDIX I
KEAN UNIVERSITY
COLLEGE OF EDUCATION
PRAXIS TEST INFORMATION

When
Take the Praxis Subject Assessments exam required for your license as soon as you feel you have gained enough content knowledge. It is no longer necessary to wait until you have attained senior status. Do not leave the test to the last minute. Students should pay particular attention to the testing schedule and approximate score report mailing dates so that a copy of the score report can be submitted to the Teaching Performance Center by the required deadlines: August 1 for Fall internships and December 15 for Spring Internships.

The College of Education requires that a clinical practice internship student schedule, take and meet the NJ Qualifying Score(s) for the respective Praxis Subject Assessments Test(s) for the initial teacher certification that he/she is seeking before he/she can participate in the clinical practice internship.

- **Early Childhood** candidates are required to pass both the Elementary Education Multiple Subjects Praxis Test (5001) AND the Early Childhood Content Knowledge Test (5025 – effective 09/01/15).

- Beginning September 1, 2012, **Elementary and Middle School** candidates are required to take and meet the NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Praxis II Test (5001) AND the Middle School Content Knowledge exam for their academic area.

- **Students in the Teacher of Students w/Disabilities** program must pass the Content Knowledge Test for their content area. TSD students seeking K-6/5-8 certification are required to take and meet the NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Praxis Test (5001) AND the Middle School Content Knowledge exam for their academic area.

- It is the candidate's responsibility to schedule and meet the NJ Qualifying Score(s) for the appropriate Praxis Subject Assessments test within the appropriate timeframe. A student will not be able to participate in the clinical practice internship without submitting a paper copy of all pages of his/her Examinee Score Report showing passing Praxis scores to the Teaching Performance Center in Hennings Hall 215.

- Information on Praxis testing and a schedule of test and registration dates is available online at [http://www.ets.org/praxis/](http://www.ets.org/praxis/).

What
Be sure that you take the correct test! Refer to the Praxis Tests and Scores (Appendix X) for test codes for each license.

Currently, passing scores on Praxis tests are required in New Jersey for all licenses with the exception of Special Education (Teacher of Students w/Disabilities) and English as a Second Language (ESL) licenses. It is recommended, however, that in order to qualify under the No Child Left Behind (NCLB) law, TSD students must take and meet the NJ Qualifying Score(s) for the Content Knowledge Test(s) for their academic content area(s).

How
Praxis registration is obtainable online at [http://www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html).

Tests are now offered only in a computer format. See Praxis Test and Score(s) (Appendix X) for all test codes.
Special Circumstances – Extra Time and Accommodations:

- If your first language is NOT English and you have participated in a formal remedial ESL program, you can apply for extra time. Please obtain the necessary form from the ETS website and submit it to the Dean’s Office.

- If you have a documented learning or physical disability and need special accommodations, you may apply for extra time and different accommodations.

Be Aware

Praxis score reports are now only available online in pdf format; ETS will no longer mail a copy to your home. Scores are only available for a limited time from the initial publishing date. It is important to download a copy to your computer AND print out several copies for your records. You can email the Teaching Performance Center at tpc@kean.edu and attach the pdf of your score report to meet the Praxis Subject Assessments requirement for your internship. Please note that copies of your Praxis scores are required for processing your records to the Department of Licensing. Therefore, the Office of Teacher Certification will need paper copies as well.

What else?  Available help:

- Review Session – Free for Kean University students
  - Secondary education students should contact their major department for review sessions

- Praxis Test Preparation
  Praxis Center, Hennings Hall 320 - 908-737-3880 - praxis@kean.edu
  For registration and additional information visit www.ets.org/praxis

- Read, re-read and make notations form the following:
  - Buy Princeton Review OR Barron’s Test books, ETS or other commercial materials
  - Read the NY Times Science section available on Tuesday
  - Review your class notes

EXTREMELY IMPORTANT

When registering for the exam you MUST provide your CORRECT SOCIAL SECURITY NUMBER.

If you take the Praxis test in New Jersey, your scores will automatically be sent to the New Jersey Department of Education. You MUST, however, indicate Kean University (CODE RA2517) as a score recipient. If you take the Praxis test outside of New Jersey you must indicate both the New Jersey Department of Education: CODE R7666 and Kean University: CODE RA2517 as score recipients. If the state does not receive your scores, you will NOT be certified.

Please note that indicating Kean as a score recipient DOES NOT take the place of submitting a copy of your Test Taker Score Report by the posted deadlines to the Teaching Performance Center and the Office of Teacher Certification to meet the COE Praxis Submission Policy.
# PRAXIS Subject Assessments

Required NJ qualifying scores for Teaching Certificate(s) and Kean University Professional Internship 2017-2018

For registration and additional information visit [www.ets.org/praxis](http://www.ets.org/praxis).

<table>
<thead>
<tr>
<th>Seeking Certification in</th>
<th>Praxis Subject Assessments Test(s)</th>
<th>Test Code</th>
<th>Qualifying Score (NJ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Bilingual/Elementary Education (K-6)</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts Subtest Mathematics Subtest Social Studies Subtest Science Subtest</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong> 5-8 Subject Matter Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual/Elementary-Middle</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts Subtest Mathematics Subtest Social Studies Subtest Science Subtest</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>(K-6, K-6/5-8)</td>
<td><strong>AND</strong> 5-8 Subject Matter Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood (P-3/K-6) (UG ONLY)</td>
<td>Early Childhood: Content Knowledge <strong>AND</strong> Elementary Education Multiple Subjects</td>
<td>5025</td>
<td>156</td>
</tr>
<tr>
<td>Early Childhood (P-3) (GR &amp; CT)</td>
<td>Early Childhood: Content Knowledge <strong>AND</strong> Elementary Education Multiple Subjects</td>
<td>5025</td>
<td>156</td>
</tr>
<tr>
<td>Elementary Education K-6</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts Subtest Mathematics Subtest Social Studies Subtest Science Subtest</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary School w/ Subject Matter Preparation: Language Arts Literacy (5-8)</td>
<td>Elementary Education Multiple Subjects <strong>AND</strong> Middle School English Language Arts</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary School w/ Subject Matter Preparation: Mathematics (5-8)</td>
<td>Elementary Education Multiple Subjects <strong>AND</strong> Middle School Mathematics</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary School w/ Subject Matter Preparation: Social Studies (5-8)</td>
<td>Elementary Education Multiple Subjects <strong>AND</strong> Middle School Social Studies</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary School w/ Subject Matter Preparation: Science (5-8)</td>
<td>Elementary Education Multiple Subjects <strong>AND</strong> Middle School Science</td>
<td>5001</td>
<td>*</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary School w/ Subject Matter Preparation: Spanish (5-8)</td>
<td>Elementary Education Multiple Subjects <strong>AND</strong> Spanish: World Language</td>
<td>5001</td>
<td>*</td>
</tr>
</tbody>
</table>

*To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest: 5002, 5003, 5004, 5005.*
<table>
<thead>
<tr>
<th>Seeking Certification in</th>
<th>Praxis Subject Assessments Test(s)</th>
<th>Test Code</th>
<th>Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (K-12)</td>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
</tr>
<tr>
<td>Health &amp; Physical Education (K-12)</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>5857</td>
<td>160</td>
</tr>
<tr>
<td>Mathematics (K-12)</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>Music (K-12)</td>
<td>Music: Content Knowledge</td>
<td>5113</td>
<td>153</td>
</tr>
<tr>
<td>Science, Biology (K-12)</td>
<td>Biology: Content Knowledge AND General Science: Content Knowledge</td>
<td>5235</td>
<td>152</td>
</tr>
<tr>
<td>Science, Chemistry (K-12)</td>
<td>Chemistry: Content Knowledge AND General Science: Content Knowledge</td>
<td>5245</td>
<td>152</td>
</tr>
<tr>
<td>Science, Earth Science (K-12)</td>
<td>Earth and Space Sciences: Content Knowledge AND General Science: Content Knowledge</td>
<td>5571</td>
<td>153</td>
</tr>
<tr>
<td>Social Studies (K-12)</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>157</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
</tr>
<tr>
<td>Speech Arts and Theatre</td>
<td>Speech Communication: Content Knowledge AND Theatre</td>
<td>5221</td>
<td>143</td>
</tr>
<tr>
<td>Speech Language Specialist</td>
<td>Speech Language Pathology</td>
<td>5331</td>
<td>162</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities (TSD)</td>
<td>Please see below for more information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre (K-12 Subject Area)</td>
<td>Theatre</td>
<td>5641</td>
<td>153</td>
</tr>
</tbody>
</table>

The COE requires that **ALL STUDENTS SUBMIT A PAPER COPY OF THEIR PRAXIS SUBJECT ASSESSMENTS NJ QUALIFYING SCORE REPORT** for their area(s) of certification as defined above BEFORE they perform a professional internship.

The paper copy of the official ETS score report(s) must be submitted to the Teaching Performance Center in Hennings Hall 215 by **August 1 for Fall internships and December 15 for Spring internships**. Failure to meet this requirement will result in withdrawal from placement.

### Teacher of Students with Disabilities (TSD) - Endorsement

No test currently required for licensure. However, the College of Education policy requires students seeking initial certification with the Teacher of Students w/Disabilities (TSD) endorsement to meet NJ Qualifying Score(s) for the Praxis Subject Assessments exam(s) indicated for their content area certification(s) in order to perform their internship.

For example: K-6/TSD candidates are required to meet the NJ Qualifying scores for all four sections of the Elementary Education Multiple Subjects Test #5001; P-12/TSD Math candidates are required to meet the NJ Qualifying score for the Mathematics: Content Knowledge Test #5161; P-3/TSD candidates are required to meet the NJ Qualifying score for the Early Childhood: Content Knowledge Test 5025; candidates seeking K-6/5-8/TSD certification are required to meet the NJ Qualifying scores for both the Elementary Education Multiple Subjects Test #5001 (all four sections) and the Middle School Subject Area Test for their content area.

**PLEASE NOTE!**

WHEN TAKING ANY PRAXIS II EXAM, YOU MUST PROVIDE YOUR SOCIAL SECURITY NUMBER AND LIST THE STATE OF NEW JERSEY (R7666) AS A RECIPIENT OF THE TEST.

WITHOUT THIS INFORMATION THE STATE WILL NOT ISSUE YOUR CERTIFICATION.

PLEASE LIST KEAN UNIVERSITY AS A RECIPIENT OF YOUR PRAXIS SCORES
KEAN UNIVERSITY
COLLEGE OF EDUCATION

HOW WILL I GET CERTIFIED TO TEACH?

1. Complete an approved teacher preparation program (BA degree, Post-Baccalaureate, or MA Level I) including student teaching/internship with a cumulative grade point average of 3.0 or higher.

2. Pass the Core Academic Skills for Educators Praxis tests and Praxis II content test required for your area of certification. Effective September 2015, successfully meeting NJ Qualifying Scores of the Core Academic Skills for Educators Praxis tests is an admission requirement to the KU College of Education. Praxis II content tests for all certifications are required for eligibility to begin the Clinical Internship.

3. Apply for graduation or program completion. Please observe deadlines.
   Undergraduate: Kean Union: Apply for graduation – Registrar – Admin. Bldg., 1st FL
                  Kean Ocean: Apply for graduation – Registrar – OCC, Gateway Bldg. 103
   Post-Baccalaureate: Submit certification paperwork – Post-Bac Office – Hennings Hall 214
   Graduates: You will receive an information packet from the Graduate Office.

4. Apply for Certification/License. Please observe deadlines.
   You MUST complete our New Jersey State Department of Education “Application for Certification” BEFORE you graduate or complete your approved program. You may obtain this application by logging onto www.kean.edu, click on OFFICES, scroll down to POST BACCALAUREATE TEACHER CERTIFICATION, click on this website here. Click on NJ Department of Education Application Form—fill out online and print. Submit this form to the Teacher Certification Office located Hennings Hall 214. This is different from the application for a degree. All fees must be paid to the Office of Student Accounting prior to submitting your application.
   Undergraduate & Post-Bac: Kean Union: Submit application to Ms. E. Eaddy-Thomas, HH-214
                             Kean Ocean: Submit application to Registrar, OCC, Gateway Bldg., 103
                             Deadline: December Certification- December 1
                                       May/August Certification – March 31
   Graduate: Submit application to the Graduate Office – Registrar, Administration Bldg., 1st FL
             Deadline: December Certification – 1st Friday in October
                        May/August Certification – 1st Friday in February

5. Kean University will send your Application for Certification to the New Jersey Department of Education, Office of Licensure and Credentials.

   The New Jersey Department of Education will match your application, by social security number, with your passing scores on the Praxis. If there is no match, the certificate will NOT be issued.

   As of May 2015 the Department of Education will no longer mail paper certificates. You can access your certification information on the DOE website at www.nj.gov/education/educators/license. Click on the tab that reads how do I check application status and verify certification. You will need to put in your last name and your social security number. At that point you will be able to search for your certification status and the date it was issued.

   For further information, please contact:
   Undergraduate/Post-Baccalaureate Students: Teacher Certification Office; Hennings Hall 214 908-737-3800
                                             Graduate Student Services; Registrar’s Office Admin. Bldg., 1st FL; 908-737-3290

O:\KEANDOC\HANDBOOK\How Will I Get Certified to Teach.doc 07/26/16
APPENDIX L

EDUCATIONAL WEBSITES & PROFESSIONAL ORGANIZATIONS

A. New Jersey Department of Education

www.nj.gov/education/

New Jersey Core Curriculum Content Standards

www.state.nj.us/education/cccs

www.corestandards.org

New Jersey Professional Standards for Teachers

www.nj.gov/education/profdev/profstand/

B. General

Education-Based Websites

The following education-based sites are among many that focus exclusively on using the Internet to develop curriculum. These sites are rich resources in the development of core content standards activities in addition to lesson and unit plans.

The Educator's Reference Desk
http://eduref.org

Smart Teaching
www.smartteaching.org/

EdHelper.com
www.edhelper.com

Educational Units and Lesson Plans
www.coollessons.org

Kathy Schrock’s Guide for Educators
http://school.discoveryeducation.com/schrockguide/

Lesson Plans Page
www.lessonplanspage.com

Lesson Planz.com
www.lessonplanz.com
C. Classroom Management:

www.adprima.com
www.BEHAVIORAdvisor.com
http://drwilliampmartin.tripod.com/classm.html
www.proteacher.com

D. English Language

English Grammar Links for ESL Students
http://a4esl.org

Online English Grammar
www.edufind.com/english/grammar

PROFESSIONAL ORGANIZATIONS

Specialized Program Associations: Standards for Teachers

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
www.aaahperd.org

American Council on the Teaching of Foreign Languages (ACTFL)
www.actfl.org

Association for Childhood Education International (ACEI)
www.acei.org

Council for Exceptional Children (CED)
www.ccc.sped.org

National Association for Education of Young Children (NAEYC)
www.naeyc.org

National Association of Schools of Music
www.nasm.arts-accredit.org

National Council for Teacher of English (NCTE)
www.ncte.org

National Council for the Social Studies (NCSS)
www.ncss.org

National Council of Teachers of Mathematics (NCTM)
www.nctm.org

National Science Teachers Association (NSTA)
Teachers of English to Speakers of Other Languages (TESOL)
www.tesol.org

National Art Education Association
www.arteducators.org

National Professional Organizations

National Education Association
www.nea.org

American Federation of Teachers
www.aft.org

Association for Middle Level Education
www.amle.org

National PTA-National Congress of Parents and Teachers
www.pta.org

National Commission on Teaching and America’s Future
www.nctaf.org

U.S. Department of Education
www.ed.gov

American Educational Research Association (AERA)
www.aera.net

American Association of Colleges for Teacher Education (AACTE)
www.nacte.org

American Chemical Society
www.acs.org

Association for Childhood Education International (ACEI)
www.acei.org

Association for Educational Communications and Technology (AECM)
www.aect.org

Association for Supervision and Curriculum Development (ASCD)
www.ascd.org

Association of Teacher Educators (ATE)
http://www.ate1.org

International Reading Association (IRA)
www.reading.org
International Society for Technology in Education (ISTE)
www.iste.org

National Association for Music Education
www.hafme.org

National Council for the Accreditation of Teacher Education (NCATE)
www.ncate.org

State Professional Organizations

New Jersey Association for the Education of Young Children
www.njaeye.org

New Jersey Education Association
www.njcea.org

Additional resources and links are available on the Teaching Performance Center website at
www.kean.edu/~tpc/Links.html

EBOOKS

How to Obtain a  
CRIMINAL HISTORY BACKGROUND CHECK

How Do I Apply for a Criminal History Background Check?

1. A Criminal History Background Check is necessary before you can apply for a Substitute Teacher Certificate.

2. Contact the Board of Education in the town in which you live or the town in which you have been accepted for placement and ask for a Universal Fingerprint Form.

3. Access the Criminal History Review Unit web address at www.nj.gov/education/educators/crimhist

4. Click on “File Authorization and make Electronic Payment for Criminal History Record Check.”

5. Click on “New Administration Fee Request.”

4. After payment is approved, do the following:
   a. Print Applicant Authorization & Certification (AA&C) Form
   b. Complete & print “IdentoGO” NJ Universal Fingerprint form
   c. Schedule your “MorphoTrust” fingerprinting appointment by clicking on link to access the MorphoTrust website at https://www.bioapplicant.com/nj.
      To speak to a live operator, call 1-877-503-5981 between the hours of 8:00 a.m. and 5:00 p.m.

5. When your Criminal History Background Check is completed, you will receive an approval letter online with the blue seal of the State of New Jersey, or an “Ineligible” or “Disqualification” letter.

6. This letter is called the “blue seal” letter. A copy must be submitted to the district in which you are interning.

How do I apply for a Substitute Teacher Certification?

If you do NOT already have Substitute Teacher Certification, once you have been fingerprinted and had the Criminal History Background Check performed, you must apply for a Substitute Teacher Certificate from the school district in which you are placed. This entails filling out additional paperwork as well as additional fees. The district in which you are interning will supply you with the application and instructions to apply for both the Criminal History Background Check as well as the Substitute Teacher Certificate.
Nomenclature (Proposed):
NJAC 6A:9A,9B and 9C

1. **Clinical Intern** – A candidate engaged in clinical practice.
2. **Clinical Practice** – The culminating field-based experience or internship.
4. **Clinical Experience** – The diverse, guided, hands-on, practical applications and demonstrations in educator preparation programs of professional knowledge, skills, and dispositions through integrated, collaborative and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.
5. **Clinical Supervisor** – An individual hired by an educator preparation program to assess, support and develop a candidate’s knowledge, skills and/or dispositions at some stage in the clinical components. The department proposes a definition for “supervisor” as employed by a school district in a supervisory role and capacity, and possessing a school administrator, principal or supervisor endorsement.
6. **Cooperating Teacher** – A certified, experienced, practicing teacher who is assigned responsibility for assessing, supporting and developing a candidate’s knowledge, skills and/or dispositions during clinical experiences and/or clinical practice.
7. **CAEP** – Council for the Accreditation for Teacher Education Preparation, a national education preparation program accrediting body.
8. **Completed Program** – The fulfillment of all requirements of a commissioner-approved or equivalent out-of-state education preparation program pursuant to N.J.A.C. 6A:9b-8.26
9. **IEP** – The definition for individualized education program currently found in N.J.A.C. 6A:14, special education student teacher. A candidate engaged in the culmination clinical experience within an education preparation program.
10. **Student Teaching** – A type of clinical experience that occurs prior to obtaining a provisional certificate in which a candidate demonstrates an understanding of the skills, knowledge, and dispositions necessary to become a teacher in the certificate area in which he or she is being prepared. Experience shall include but not be limited to, individually led lessons and/or co-taught lessons.
11. **Teacher Shortage Area** – An area or specific grade, subject matter or disciplines classification, or a geographic area in which the commissioner determines there is an insufficient supply of elementary or secondary school teachers.
12. **Professional Standards for Teachers** – Knowledge, skills and dispositions that teachers and school leaders need to practice and exhibit.