AY 2018

TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY
COLLEGE OF EDUCATION
HENNINGS HALL 215
UNION, NJ 07083

www.kean.edu/~tpc
Phone: 908-737-3790
Fax: 908-737-3795
Email: tpc@kean.edu

Martha M. Mobley, Ph.D., Director
Gail A. Holy, Assistant Director
Sofia Tinio, Professional Services Specialist
, Secretary

KEAN-OCEAN
Gateway Building, Room 423
732-255-0400 ext. 2403

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I. PURPOSE OF HANDBOOK

Second in a series of three clinical experiences at Kean University, the clinical practice: pre-professional provides supervised opportunities for instructing and reflecting on the teacher's role in the classroom and school settings. Working under the direct supervision of a classroom teacher, the clinical experience: pre-professional student instructs individual students and small groups as well as the entire class of students.

During the Clinical Practice: Pre-professional semester, the university student is assessed regularly by the cooperating teacher and the clinical supervisor/clinical instructor.

Each Clinical Practice: Pre-professional student is required to teach a minimum of (8) to ten (10) lessons during the semester, create a plan for each lesson taught, maintain a journal reflecting professional growth, design and teach a mini Teacher Work Sample, add to his/her professional portfolio, and confer regularly with his/her cooperating teacher and clinical supervisor/clinical instructor.

The policies and procedures included in this handbook originated with and were approved by university faculty and faculty of partnership schools. Certain policies are mandated for teacher certification by the New Jersey Department of Education, N.J.A.C. 6A and are incorporated in each state-approved program of study.

This handbook has been developed to serve as a guide for Clinical Practice: pre-professional students, their cooperating teachers, and clinical supervisors/clinical instructors. We dedicate it to the hundreds of cooperating teachers and school administrators in the schools of New Jersey who continue to provide guidance and model effective teaching strategies and educational values for future generations of educators.

(adopted August 14, 2017)
II. MISSION STATEMENT
KEAN UNIVERSITY COLLEGE OF EDUCATION
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 and Planning for Learning);

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

- recognize, respect, and respond appropriately to individual and cultural differences (Professional Dispositions & Values for 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).

(adopted 8/14/17)

Structure of the Unit Assessment System

The Unit Assessment System (UAS) is designed to determine eligibility for entrance into the College of Education, and to continuously monitor the professional growth of candidates toward proficiency at both the initial and advanced levels. The UAS is structured to provide assessments at critical stages (levels) as well as to guarantee common assessments across programs. The graphic on the next page illustrates the UAS. The matrices on the following pages identify the assessment points at critical stages, the benchmarks, the assessment tools, and the people responsible for each assessment. In addition, the matrices explain the assessment process and how the documentation is used to program improvement.

The matrix for the initial programs is divided into the Introductory Stage, the Preprofessional Stage, the Professional Stage and Program Completion. The matrix for the advanced programs is divided into Admission, Prior to Field Experience, Academic Course Gateways, and Program Completion.

Data from the undergraduate and graduate programs are regularly and systematically compiled, analyzed and reported for the purpose of improving candidate performance, program quality and unit operations. Program Coordinators are the collectors and keepers of the initial data. Program changes based on the data reside within the programs. All field experience data is collected, stored, and analyzed by the TPC and NCATE/CAEP Office. Other data such as admissions, GPA, Praxis scores, demographics and comprehensive examination scores are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean of the College of Education is responsible for the aggregation and dissemination of data, and a summary report is presented at the Administrative Council of the College of Education as well as to other unit committees and councils and other university offices, keeping key leaders and stakeholders informed systematically.
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.

The edTPA® Teaching Cycle is
Focused on Student Learning

![Diagram of the edTPA teaching cycle](image)
Questions & Answers

Q. What is the edTPA?  It is a student-centered, subject specific, multiple measure assessment of teaching. It is designed to be educative and predictive of effective teaching and student learning.

Q. What are the Targeted Competencies?  Planning, Instruction, Assessment, Analysis of Teaching and Academic Language.

Q. Are there specific directions to follow when creating the edTPA?  Yes! Subject specific handbooks provide information, structures, and directions. Currently available are 27 edTPA subject-specific handbooks including:

- Elementary (Literacy TPA with Mathematics Assessment Tasks)
- Elementary Literacy
- Elementary Mathematics
- Secondary Mathematics
- Secondary English/Language Arts
- Secondary History/Social Studies
- Secondary Science
- Early Childhood
- Fine Arts
- Foreign Language
- Middle Childhood (Math, History/Social Studies, Sciences, English/Language Arts)
- Physical Education
- Performing Arts (Music, Dance, Theatre)
- Visual Arts

Q. Where does edTPA fit into teacher education?

- Provides evidence of teaching effectiveness—readiness to teach
- Supports teacher preparation program improvement
- Informs policy makers about qualities of teaching associated with student learning
- Establishes a common set of knowledge and skills
- Supports teacher preparation

Q. What is Academic language?

- Discipline or subject-specific words, topics, subjects
- Linguistic processes and patterns which may be unique to a specific content.
- Words which may be used for a range of purposes in lessons; i.e., expressions of content understanding lessons
- Analysis of the effectiveness of language support while teaching
- Oral and written language used for academic purpose

Q. What are language requirements when writing the edTPA?  Writing the edTPA – Two types of writing are required for the assembling of an edTPA portfolio: descriptive and analytical: 1) Descriptive writing is logical, well-ordered, with sufficient detail so the assessor comprehends the lesson plans, the students, and explanations supporting decisions about instruction.  2) Analytical writing consists of explanations and interpretations based on evidence.
Using edTPA

edTPA™, formerly the Teacher Performance Assessment, was designed by teachers and teacher educators to support candidate learning and provide data that support preparation program growth and renewal. Aligned with Common Core State Standards and InTASC Standards, edTPA assesses teaching behaviors that focus on student learning. edTPA can be integrated with other teacher candidate assessments such as clinical evaluations, GPA, and content knowledge examinations to inform program completion decisions or as a metric for licensure. edTPA is a summative capstone assessment to evaluate readiness to teach. It is also a source of evidence for program review, teacher licensure and/or state and national accreditation.

<table>
<thead>
<tr>
<th>edTPA Common Architecture</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
</tr>
<tr>
<td>Artifacts: Lesson plans, instructional materials, student assignments, assessments Planning commentary</td>
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<tr>
<td>15 Rubrics: Planning for Content Understandings Supporting Students' Learning Needs Planning Assessment to Monitor Student Learning</td>
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<td><strong>Instruction</strong></td>
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<td>Artifacts: Unedited video clips Instruction commentary</td>
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<td>15 Rubrics: Demonstrating a Positive and Engaging Learning Environment Engaging Students in Learning Deepening Learning During Instruction Subject-Specific Pedagogy</td>
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<td><strong>Assessment</strong></td>
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<tr>
<td>Artifacts: Samples of student work Summary of student learning Assessment commentary</td>
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<td>15 Rubrics: Analyzing Student Learning Providing Feedback to Guide Learning Supporting Students' Use of Feedback</td>
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<td><strong>Analysis of Teaching</strong></td>
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<td>Artifacts: Planning commentary Instruction commentary Assessment commentary</td>
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<td>15 Rubrics: Using Knowledge of Students to Inform Planning Analyzing Teaching Using Assessment to Inform Instruction</td>
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<tr>
<td><strong>Academic Language</strong></td>
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<tr>
<td>Artifacts: Unedited video clips and/or student work samples Planning and assessment commentaries</td>
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<tr>
<td>15 Rubrics: Identifying and Supporting Language Demands Evidence of Language Use to Support Content Understandings</td>
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Preparation for Critical Dimensions of Teaching

The edTPA process identifies and collects subject-specific evidence of effective teaching from a learning segment of 3-5 lessons from a unit of instruction for one class of students. Teacher candidates submit authentic artifacts from a clinical field experience. Candidates also submit commentaries that provide a rationale to support their instructional practices based on the learning strengths and needs of students. Candidates’ evidence is evaluated and scored within the following five dimensions of teaching:

1. **Planning Instruction and Assessment** establishes the instructional and social context for student learning and includes lesson plans, instructional materials and student assignments/assessments. Candidates demonstrate how their plans align with content standards, build upon students' prior academic learning and life experiences and how instruction is differentiated to address student needs.

2. **Instructing and Engaging Students in Learning** includes one or two unedited video clips of 15-20 minutes from the learning segment and a commentary analyzing how the candidate engages students in learning activities. Candidates
also demonstrate subject-specific pedagogical strategies and how they elicit and monitor student responses to develop deep subject matter understandings.

3. **Assessing Student Learning** includes classroom-based assessment (evaluation criteria), student work samples, evidence of teacher feedback, and a commentary analyzing patterns of student learning. Candidates summarize the performance of the whole class, analyze the specific strengths and needs of three focus students, and explain how their feedback guides student learning.

4. **Analysis of Teaching Effectiveness** is addressed in commentaries within Planning, Instruction, and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths and needs and principles of research and theory. In instruction, candidates explain and justify which aspects of the learning segment were effective, and what the candidate would change. Lastly, candidates use their analysis of assessment results to inform next steps for individuals and groups with varied learning needs.

5. **Academic Language Development** is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understandings. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

**Scoring edTPA**

The five dimensions of teaching are evaluated using 15 analytic rubrics on a five-point-score scale focused on student learning. Stanford is responsible for the design and development of an online training system and for setting subject-specific benchmarks. Qualified scorers are trained to use edTPA rubrics to evaluate candidate submissions consistently and fairly. Local, state, and national scoring pools include teacher education faculty and clinical supervisors, as well as P-12 educators (e.g., National Board Certified Teachers, cooperating teachers who host teacher candidates, and school administrators). At least half of all scorers are university faculty (including clinical supervisors and cooperating teachers) and half are k-12 educators. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject (to P-12 students or methods courses to candidates) and mentoring or supporting beginning teachers.

Candidates may submit their edTPA materials directly to Pearson or via an approved, integrated edTPA platform provider, including Chalk & Wire, Folio180, FolioTek, iWebFolio, LiveText, Pass-Port, TaskStream, and Tk20 (see edTPA.com for details). Faculty provide formative feedback to candidates while they are developing edTPA materials within these platforms. Score reports include individual candidate scores as well as a narrative profile of candidate performance. The score reports and candidate edTPA materials are useful data sources for informing program and curriculum revision within participating campuses and as evidence for state and national accreditation processes.

**edTPA will be available for all licensure areas in adopting states***

<table>
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<tr>
<th>Early Childhood</th>
<th>Secondary English Language Arts</th>
<th>Visual Art</th>
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<tr>
<td>Elementary Literacy and Mathematics</td>
<td>Secondary Secondary History/Social Studies</td>
<td>Performing Arts</td>
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<td>Middle Childhood: English Language Arts History/Social Studies Mathematics Science</td>
<td>Secondary Mathematics Secondary Science Special Education</td>
<td>Physical Education World Language</td>
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<td>Technology and Engineering</td>
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*edTPA Subject-Specific Handbooks Are Available

[AACTE](http://www.aacte.org)  [SCALE](http://scale.stanford.edu)  [edTPA.com](http://edtpa.aacte.org)

For more information about edTPA:

IV. COLLEGE OF EDUCATION LEARNING OUTCOMES

The College of Education has defined a set of learning outcomes that candidates must meet reflecting the conceptual framework of Knowledge, Skills and Dispositions/Values. In order to graduate and/or be certified, candidates must show evidence that they have achieved College and Program outcomes. The College of Education learning outcomes that appear below are aligned with the New Jersey Professional Standards for Teachers (2015). (See 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 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.

November 30, 2001
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:

(i) 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 the field-based clinical component. The sequential experiences become increasingly complex and demanding as students continue through the teacher preparation program. Clinical experiences in schools and districts are designed as integral to 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 components 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 a different role and specific 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: pre-professional 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><strong>Credits</strong></td>
<td>3 Credits</td>
<td>2 Credits</td>
<td></td>
<td></td>
<td>9 Credits</td>
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<tr>
<td><strong>Bilingual/Elementary K-6</strong></td>
<td>EMSE 2800 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800 Regular classroom; gr K(full-day)-5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<tr>
<td><strong>Bilingual/Elementary K-6/5-8</strong></td>
<td>EMSE 2802 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802 Middle school; gr 6-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td>EC 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EC 3400 Preschool AND Kindergarten</td>
<td>3 days per week (3 ½ hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401 Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Early Childhood M.A.</strong></td>
<td>Not Required</td>
<td>Not Required</td>
<td></td>
<td>EC 5565 Elem. class: gr K(full-day) - 3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Elementary K-6</strong></td>
<td>EMSE 2800 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800 Elementary classroom; gr K(full day) -5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810 Elementary classroom; gr K(full day) -5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Elementary K-6 &amp; Middle 5-8</strong></td>
<td>EMSE 2802 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802 Middle school; gr 5-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Elementary classroom; gr 1-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Fine Art</strong></td>
<td>FA 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>FA3902 Artist/Tchr Field Exp 1; gr K-5 FA 3903 Artist/Tchr Field Exp 2; gr 6-12</td>
<td>6 hours per week; full semester</td>
<td>FA 4991 1st half – St Tch Fine Art; K-5 2nd Half – St Tch Fine Art; 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Health &amp; Physical Education</strong></td>
<td>PED 2800 Full semester class 20 hours observation Physical Education</td>
<td>PED 3690 PE class; gr K-5 PED 3691 Health/PE class; gr 6-12</td>
<td>3 hours per week; full semester</td>
<td>PED 4699 1st half – PE class; gr K-5 2nd Half – Health/PE class; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>K-12 Subject Areas:</strong></td>
<td><strong>Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</strong></td>
<td><strong>EMSE 2801 Full semester class 3 days urban setting &amp; 3 days suburban setting</strong></td>
<td><strong>EMSE 3801 Content area classroom; gr 6-12</strong></td>
<td><strong>EMSE 4811 Content area classroom; gr 6-12</strong></td>
<td><strong>Full day, five days per week, full semester</strong></td>
</tr>
<tr>
<td>Teacher Education Program</td>
<td>Introductory Placements &amp; Time Requirement(s)</td>
<td>Pre-professional Placement(s)</td>
<td>Pre-professional Time Requirement(s)</td>
<td>Professional Internship Placement(s)</td>
<td>Internship Time Requirement</td>
</tr>
<tr>
<td>---------------------------</td>
<td>---------------------------------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------</td>
<td>-------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Credits</strong></td>
<td>3 Credits</td>
<td>2 Credits</td>
<td>9 Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>MUS 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>MUS 3311 Music classroom; gr K-5 MUS 3321 Music classroom; gr 6-12</td>
<td>1/2 day per week (on Friday AM); full semester</td>
<td>MUS 4301 First half – Music classroom; gr K-5 Second Half – Music classroom; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities P-3</strong></td>
<td>SPED 2120 Full semester class ½ semester various settings; ½ 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 ½ semester various settings; ½ 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 ½ semester various settings; ½ 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 ½ semester various settings; ½ 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></td>
<td></td>
<td></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>Full day, five days per week, full semester</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>Full day, five days per week, full semester</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>
</tr>
<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>
**Eligibility Requirements for the Clinical Practice**

*All programs require 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>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem - UG/CERT (EMSE3800)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400 or EMSE 3403</td>
<td>ESMF 3410</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Early Childhood - UG/CERT (EC 3400)</td>
<td>≥ 65</td>
<td>EC 2900 &amp; EC 3250 &amp; EDUC 3000</td>
<td>ESMF 3410</td>
<td>Satisfactory scores attained on written &amp; oral proficiency exams</td>
</tr>
<tr>
<td>Elementary Ed - UG/CERT (EMSE 3800)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3123</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Elementary/Middle – UG (EMSE 3802)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3300</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>TESL - CERT (EMSE 3801)</td>
<td>NA</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3401</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts - Level I - UG/CERT (FA 3902)</td>
<td>≥ 60</td>
<td>FA 2900</td>
<td>FA 3900 &amp; EDUC 3000</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts - Level II - UG/CERT (FA 3903)</td>
<td>≥ 60</td>
<td>FA 3902 &amp; FA 3906 &amp; EDUC 3000</td>
<td>FA 3901</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts - Level I - GR (FA 5015)</td>
<td>NA</td>
<td>None</td>
<td>FA 5015</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts - Level II - GR (FA 5016)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td>FA 5016</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>HealthPE - Level I – UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2800</td>
<td>PED 3610</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>HealthPE - Level II – UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td>PED 3611</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</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 (EMSE3601) (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 3903 (All progs.)</td>
<td>Min grades of B- required</td>
</tr>
</tbody>
</table>

Teacher of Students w/Disabilities – UG/CERT (SPED 3001) ≥ 60 PED 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>EC 3400 &amp; EC 3250 &amp; EC 3300 &amp; EC 4260 &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 5556)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5100 &amp; EC 5230 &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>EMSE3800 &amp; EMSE3123 &amp; EMSE3410 &amp; EMSE3903</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 3410 &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>EMU 4900</td>
<td>Must maintain 3.0 GPA</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>EMU 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 5016</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>HealthPE – 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 4610</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Music – UG/CERT (MUS 4301)</td>
<td>≥ 95</td>
<td>MUS 3321 &amp; MUS 3320 &amp; EDUC 3401</td>
<td>MUS 4301</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Secondary – UG/CERT (EMSE4801/4811) (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 1411 (All programs)</td>
<td>EDUS 4000</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities – UG/CERT (SPED 4159)</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>
VII. CO-TEACHING: AN INSTRUCTIONAL STRATEGY

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
VIII. CLINICAL PRACTICE: PRE-PROFESSIONAL STUDENTS

A. Purpose of the Clinical Practice: Pre-Professional

The clinical practice: pre-professional is the second stage in the teacher preparation sequence; a stage that may require one or two semesters of placement, dependent upon program requirements, during which a student is expected to spend a minimum of 15 days, off campus, in a university-assigned school or agency.

Clinical practices provide opportunities for teacher education students to acquire and exhibit an understanding of the instructing process by means of gradual induction into increased instructional responsibilities. Clinical practice: pre-professional students practice procedures and theories they have learned regarding daily lesson planning, classroom management, assessment, and the integration of technology into the classroom. Clinical practice: pre-professional students are required to instruct individual students and small groups of students, as well as the whole class, and to reflect in writing upon the instruction.

The semester hours of credit earned upon successful completion of the placement vary by department. The clinical experience: pre-professional provides opportunities for working with culturally diverse students and exceptional populations. A supervised clinical practice: pre-professional experience prepares students to assume full-time clinical practice internship responsibilities.

B. Admission to Clinical Practice: Pre-Professional

Admission requirements for Clinical Practice: Pre-professional students 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 Clinical Practice: Pre-professional program:

1. Undergraduate Students
   a. Formal acceptance into a school/department within the College of Education.
   b. A minimum of 60 credit/semester hours completed prior to the onset of the Clinical Practice: Pre-professional.
   c. Cumulative grade point average (GPA) of 3.0 required for students and transfer students admitted to Kean on or after 9/1/12.
   d. Must have met or exceeded NJ Qualifying scores for Praxis Core as a requirement for admissions to the College of Education.
   e. Successful completion of Clinical Experience: Introductory. Undergraduate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one Clinical Practice: Pre-professional at Kean, as well as a full semester of Clinical Practice: Internship.
f. Earned grades of B- or better in professional education courses. Grades below B- or a grade of IN (Incomplete) in professional education courses will cause a student to be ineligible for clinical practice.

g. Successful completion of specific program requirements including prerequisite courses. Please see “Eligibility requirements for both Clinical Practice: Pre-professional and the Clinical Practice: Internship”.

h. Negative test results for the Mantoux (Tuberculin) Test are to be submitted to the assigned school, or as instructed, upon entrance to the Clinical Practice: Pre-professional placement. The results must be no more than six (6) months old. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures by submitting a physician's report.

2. A student seeking Bilingual Teacher Certification will be recommended for clinical practice placements Clinical Practice: Pre-professional and the Clinical Practice: Internship, when documented evidence of satisfactory scores on written proficiency test (WPT) and oral proficiency interview (OPI) are presented. **The minimum passing scores for Bilingual Education are:** English: Oral ~ Intermediate High; Written: Advanced Low. **Other Language:** Advanced Low for both tests. Proficiency scores must be submitted for English as well as the other language of instruction.

3. Post Baccalaureate Certification Students (must be matriculated)

   a. Formal acceptance into the Post Baccalaureate Teacher Certification Program within the College of Education

   b. Cumulative GPA of 3.0 or above required for students admitted to Kean on or after 09/01/12.

   c. Successful completion of program Clinical Experience: Introductory. All Post-Baccalaureate teacher education candidates seeking an initial certification at Kean University are required to successfully complete one Clinical Practice: Pre-professional, as well as a full semester of the Clinical Practice: Internship.

   d. Must have met or exceeded NJ Qualifying scores for Praxis Core and Praxis Subject Assessments Tests.

   e. Earned grades of B or better in professional education courses. Grades below B or a grade of IN (Incomplete) in professional education courses will cause a student to be ineligible for clinical practice.

   f. Successful completion of specific program requirements including prerequisite courses. Program requirements may supersede the above eligibility requirements.

   g. Negative test results for the Mantoux (Tuberculin) Test are to be submitted to the assigned school, or as instructed, upon entrance for the Clinical Practice: Pre-professional placement. The results must be no more than six (6) months old. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures by submitting a physician’s report.

   h. A student seeking Bilingual Teacher Certification will be required to do a field experience

EMSE 5810: Systematic Observation and Field Experience in Bilingual/Multicultural Schools. Also documented evidence of satisfactory scores on written proficiency test (WPT) and oral proficiency interview (OPI) are also required. **The minimum passing scores for Bilingual Education are:** English: Oral ~ Intermediate High; Written:
Advanced Low. Other Language: Advanced Low for both tests. Proficiency scores must be submitted for English as well as the other language of instruction.
IX. CLINICAL PRACTICE: PRE-PROFESSIONAL PLACEMENT

A. Clinical Practice Placement Policies, Practices, and Procedures

Two important factors in the development of a successful field experience program are: 1) the availability of effective cooperating schools for field experiences, 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 preservice teachers to those schools.

1. The College of Education priority placements for all students and all certifications will be a Kean University Professional Development School site.

a. Clinical practice placements are initiated and completed by the Teaching Performance Center.

b. A school district/agency determines the availability of certified and tenured teachers to mentor a clinical practice: pre-professional student.

c. Each cooperating teacher must be designated as Highly Effective or Effective by the local Board of Education.

d. A clinical practice placement will be within a 30 mile radius of the home campus as entered on a student's application card, within the State of New Jersey, and where there is an availability of university supervisor. Placement assignments are aligned to placements that are consistent with the content and grade level of the certification(s) being sought.

e. Clinical practice students will be placed in schools other than in the towns where they reside, or went to school, or where their children attend, or where they have relatives employed in the schools. Placements in districts with diverse populations and inclusive settings are to be expected and encouraged.

f. Each student will be provided two opportunities to interview for a Clinical Practice 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.

g. Transportation to and from the placement sites of field assignments are the responsibility of the clinical practice student.

l. The school district must possess the following qualities or resources:

a. A sound and innovative curriculum which will offer preservice teachers opportunities to develop and demonstrate initiative and resourcefulness as teachers.

a. A diverse administrative and teaching staff genuinely interested in teacher education at the pre-service level. This includes, but is not limited to:
1) A willingness to attend preparatory programs necessary to serve as a cooperating school.

2) A willingness to provide appropriate learning experiences for clinical practice: pre-professional student.

3) A willingness to provide continuous supervision and weekly conferences to assist the clinical practice: pre-professional student to develop professionally.

4) A willingness to evaluate the performance of the clinical practice: pre-professional student using instruments designated by Kean University.

5) A willingness to work cooperatively with Kean University staff members in all aspects of the field experience program.

6) A willingness to select exceptional cooperating teachers who meet Kean University’s criteria for cooperating teachers.
B. Priority placements for Clinical Practice: Professional Development Schools (PDSs)

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.

<table>
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<tr>
<th>Professional Development School Sites</th>
<th>Middle School Sites</th>
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<tr>
<td>Elementary School Sites</td>
<td>Middle School Sites</td>
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<tr>
<td>Elizabeth: Dr. Orlando Edreira School #26 (K-8)</td>
<td>Hillside: Walter O. Krumbiegel Middle School</td>
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<tr>
<td>Hillside: A.P. Morris Early Childhood Center, George Washington and Hurden Looker Elementary Schools</td>
<td>Linden: Soehl Middle School</td>
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<td>Perth Amboy: Flynn Elementary School</td>
<td>Piscataway: Conackamack Middle School</td>
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<td>Plainfield: Cedar Brook k-8 Center</td>
<td>Rahway: Rahway Middle School</td>
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<td>Rahway: Cleveland, Franklin, Madison and Roosevelt Elementary Schools</td>
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<tr>
<td>Roselle: Harrison Elementary School</td>
<td>Perth Amboy: Shull Middle School</td>
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<td>Toms River: Citta and Silver Bay Elementary Schools</td>
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<td>Woodbridge: Matthew Jago Elementary School</td>
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<th>High School Sites</th>
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<td>Linden: Linden High School</td>
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<td>Plainfield: Plainfield High School</td>
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<td>Rahway: Rahway High School</td>
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C. Selection of Cooperating Teachers

A teacher must meet the following criteria to serve as a cooperating teacher:

1. Be Effective or Highly Effective on most recent summative evaluation to be eligible.
2. Placement approved by chief school administrator with input from preparation program; chief school administrator makes final decision.
3. Be tenured with a minimum of four years teaching experience and fully certified in the content area.
4. Have appropriate certification to match that being sought by the clinical practice: pre-professional.
5. Be able to demonstrate excellence in teaching and the ability to improve student learning,
7. Possess and exhibit high expectations for students, demonstrating the ability to positively improve P-12 student learning.
8. Demonstrate effective skills in planning, oral/written communications, instructional strategies, co-teaching, assessment, and human relation skills.
9. Demonstrate effectiveness in instructional skills, possess current content knowledge, and exhibit positive attitudes towards teaching and learning.
10. Have strong skills in collaborating effectively with other teachers, colleagues, parents, and other adults.
11. Be committed to the time and effort needed to serve as a mentor to a clinical practice: pre-professional.
12. Be willing and able to assist the clinical practice: pre-professional in developing and implementing lesson plans, instruction, and assessment while providing meaningful feedback.
13. Have the capability to effectively mentor an adult learner and be available to him/her before, during and after school.
14. Be willing to provide evaluative and timely feedback to the clinical practice: pre-professional regarding his/her effectiveness in preparing lessons, delivering instruction, and assessing students.
15. Be willing to participate in university-sponsored professional development opportunities and experiences that increase his/her expertise as a cooperating teacher and classroom instructor.

D. Placement Procedures & Practices

1. Clinical experience: pre-professional 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
(COE). Preferences will be given to placements where agreements exist with selected P-12 partner schools and agencies. Students are not given a choice of placement sites, but are assigned by the Teaching Performance Center. All placements are within the State of New Jersey and where there is an availability of university supervisors.

2. Field-based experiences are designed to provide teacher candidates with an education sequence for their participative study of learning, teaching, and schools. The faculty and staff of the College of Education endorse clinical placements in multicultural districts and classrooms. Field assignments are designed for COE students that prioritize opportunities to interface with P-12 students of differing abilities, races and cultural backgrounds.

3. Clinical practice: pre-professional students will be assigned to placements that are consistent with the certification being sought and meet the guidelines of the student’s certification program. (See pages 9-10.)

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

6. Each student will be provided two opportunities to interview for a clinical practice: pre-professional 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 representative(s) from the College of Education Dean’s Office and the appropriate department within the College of Education, chaired by the Teaching Performance Center.

E. Time Requirements and Co-Requisite Courses for Clinical Experience: Pre-Professional Student

1. Adult Fitness
   a) 45 hours per semester
   b) Placement arranged jointly with departmental advisor and student in a corporate or commercial setting.
   c) Co-requisite course: PED 3611

2. Bilingual/Bicultural Education
   Option: Dual Certification w/Elementary K-6
   a) One full day per week
   b) Placement in a regular "English-speaking" elementary classroom
   c) Co-requisite course: EMSE 3123

   Option: Dual Certification w/Elementary/Middle K-6/5-8
   a) One full day per week
   b) Placement in a regular "English-speaking" middle school classroom in academic content area
   c) Co-requisite course: EMSE 3123

3. Early Childhood (Two [2] Placements are Required)
   a) 20 hour observational placement: Kindergarten placement.
      AND
   b) Extended field experience placement: Child care/Nursery school, three days per week, 3 ½ hours per visit.
   c) Co-requisite course: EC 3300
4. **Elementary Education K-6**  
   a) One full day per week  
   b) Placement in an elementary setting; grades Full-day K-6  
   c) Co-requisite course: EMSE 3123

5. **Elementary/Middle School Education K-6, 5-8 certification**  
   a) One full day per week  
   b) Placement at the middle school level in the student’s academic content area  
   c) Co-requisite course: EMSE 3123

6. **Biology, Chemistry, Earth Science, English, Mathematics, Social Studies (Secondary Collateral); English as a Second Language; Spanish; Theatre (P-12 certification)**  
   a) One full day a week for a full semester  
   b) Placement in an intermediate, junior high, middle or high school in a content specific setting  
   c) Co-requisite courses: EMSE 3210 (English), EMSE 3220 (Mathematics), EMSE 3230 (Sciences), EMSE 3420 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre)

7. **Fine Arts**  
   a) Six hours per week in a supervised field experience  
   b) Two semesters of field experience required  
      i) First semester placement in an elementary setting  
      ii) Second semester placement in a secondary setting  
   c) Co-requisite courses: FA3900 & FA3901

8. **Health and Physical Education**  
   a) One half day or three hours per week for full semester  
   b) Two semesters of field experience required  
      i) First semester placement in an elementary setting  
      ii) Second semester placement in a secondary setting  
   c) Co-requisite courses: PED 3610 and PED 3611

9. **Music**  
   a) Every Thursday, AM sessions, for a full semester  
   b) Two semesters of field experience required  
      i) First semester placement in an elementary setting  
      ii) Second semester placement in a secondary setting  
   c) Co-requisite courses: MUS3310 & MUS3320

10. **Teacher of Students with Disabilities**  
    Options: Dual certification w/Early Childhood P-3  
    Dual certification w/Elementary K-6  
    Dual certification w/Elementary/Middle K-6/5-8  
    Dual certification w/P-12 Subject Areas: Biology, Earth Science, English, Mathematics, Social Studies  
    a) One full day per week  
    b) Placement in content specific setting  
    c) Co-requisite course: SPED 3000
X. CLINICAL PRACTICE: PRE-PROFESSIONAL POLICIES

A. Registration

A student participating in a clinical practice: pre-professional experience must be registered with the Office of the Registrar using Kean Wise or One-Stop Service.

1. A student is to check the online registration bulletin for the correct course and section number to register for his/her field experience and to receive transcript credit. It is the student’s responsibility to contact his/her program advisor to obtain a petition in order to register for the clinical practice: pre-professional experience.

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

B. State of New Jersey Requirements for Educators

1. Mantoux Test (Required)

A candidate is required to have negative test results for the Mantoux (Tuberculin) Test before s/he enters the assigned school for the Professional Internship experience. The results must be no more 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) by submitting 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.

A teacher candidate is not an employee of the school district where he/she completes the field experience; however, a district may require a candidate 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 assure themselves and the public that a student intern 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.

All College of Education students are strongly recommended to obtain a substitute teaching certificate as soon as they have earned 60 credits as proof of a clean criminal background history. In accordance with the NJ 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.

4. **Disqualifying Offenses**

As required by New Jersey law, the State of New Jersey, Department of Education will not issue a teaching certificate, in most cases, to anyone with a criminal 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 18.

A conviction or charges pending 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.

These disqualifying crimes/offenses include:

- Any crime of the first or second degree;
- Any crime involving sexual offense or child molestation;
- An offense involving the manufacture, transportation, sale, possession, distribution or habitual use of a drugs 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 crime of possessing a weapon;
- A third degree crime of theft or a related offense;
- An offense of recklessly endangering another person, terroristic threats, criminal restraint, luring or enticing a child into a motor vehicle, or isolated structure;
- An offense of causing or risking widespread injury or damage;
- Any crime of 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 should contact his/her program coordinator and the Teaching Performance Center immediately.
C. Calendar and Schedule

1. The clinical practice calendar for each semester is developed by the Teaching Performance Center in conjunction with the university faculty. This calendar will be included with general information distributed to the clinical component triad: the student, the cooperating teacher, and the clinical supervisor/clinical instructor.

2. A clinical experience: pre-professional student is required to be in the school and under direct supervision for the designated period of time and for the preparatory periods before and after school. The student is to follow the cooperating teacher's daily schedule.

3. The field student shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher. A clinical practice: pre-professional student is expected to be under supervision at all times and is not to be left alone in the classroom with students.

4. A clinical practice: pre-professional student will observe vacations and holidays of the school to which he/she is assigned and only observe those vacations and holidays.

D. Attendance

1. A clinical practice: pre-professional student has an obligation to be consistent and punctual in attendance. This applies to two areas:
   a. School-related Activities

   A student is to be in the assigned school at the time designated by the cooperating teacher and principal. He/she is to remain at the school for the time and duration as specified by the Kean University clinical supervisor/clinical instructor. Most districts require interns to be at the school approximately 15-20 minutes before the first bell and to stay 15-20 minutes after the last bell. A student should consider travel time to the placement site in order to arrive at the designated time.

   The clinical practice: pre-professional student is expected to be present for all assigned days in the schools. No absences will be allowed except for illness or death in the immediate family. If a student must miss days due to reasons cited, all days and work must be made up. The cooperating teacher and clinical supervisor/clinical instructor will determine how the clinical experience: pre-professional student can make up the work.

   If a clinical practice: pre-professional student has children, their childcare and/or transportation to and from their schools during the clinical experience is the student's responsibility. The preservice teacher must handle these needs in the same manner as if he/she were employed by the placement district and allot a sufficient amount of time to arrive at school at the designated time.

   b. University-related Activities

   At specified times during the semester, a clinical practice: pre-professional student may be required to participate in conferences and meetings with Kean University faculty members. Attendance at these activities is required. These meetings may be held during the teaching day or in the afternoon or evening.
2. In case of excessive absences, the clinical practice: pre-professional student may be removed from the placement.

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

4. If a student is absent, he/she is to call the office of the cooperating school as soon as it opens, contact the cooperating teacher, and then call the clinical supervisor/clinical instructor.

5. It is expected that the clinical experience: pre-professional student will not participate in any employment, activity, or university functions which interfere with the responsibilities and requirements of the clinical experience.

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 www.kean.edu/offices/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 Services. Students need to contact the Office of Disability Services, the University clinical 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 disabilityservices@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. Therefore, days missed due to weather problems must be made up by University students.

A student should become familiar with the school/district's notification procedures for closing. On days when the weather is questionable, the clinical practice: pre-professional student should listen to the local radio station or consult the school district website to find out about school closing. Please do not call the school for the information. Announcements are generally available on TV and radio stations by 6:30 A.M.

Most schools have planned for the possibility of make-up days and have already designated specific days for make up. Some days may be those scheduled as teacher workdays or a spring break. Students should check the district schedule.

H. Absence of Cooperating Teacher

In the event that the cooperating teacher is unable to perform the supervisory function, the clinical experience: pre-professional student may be reassigned. The principal, clinical supervisor/clinical instructor, and the Teaching Performance Center staff will determine whether the student will be reassigned in the same school or moved to another setting. A clinical practice: pre-professional student is not to be left alone in the classroom with students. The teacher candidate shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

I. Substitute Teaching

Having a clinical practice: pre-professional student serve as a substitute teacher while performing field work is not permitted. When a cooperating teacher is absent, it is expected that the school or district will hire a substitute teacher.

However, the University strongly recommends that students obtain their county substitute certification as soon as they have earned the required 60 credits. Substitute teaching allows students the opportunity to gain valuable experience at varying grade levels and in many different subject areas. A valid county 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 provisional teaching license from the state.

A student may substitute teach only on the days he/she is not assigned to perform field work, i.e. before schools close at the end of a semester.
J. **Strike Threatened at the Site of the Field Experience**

In the event that the school or district to which the clinical practice: pre-professional student is assigned is subject to any serious conflict or dispute between the teachers' association and the Board of Education, the clinical practice: pre-professional student should occupy a position of neutrality, which means:

1. The situation that affects clinical practice: pre-professional students are to be reported to the clinical supervisor/clinical instructor and the Teaching Performance Center, 215 Hennings Hall, (908) 737-3790.

3. The clinical practice: pre-professional student is not to cross a picket line or participate in a job action.

K. **Supervision**

1. Clinical practice: pre-professional experience is a supervised experience.

2. The Director of the Teaching Performance Center, in cooperation with the program department, assigns a clinical supervisor/clinical instructor to mentor each student during the experience.

3. **A minimum of three (3) supervisory visits is expected** with written narratives completed/submitted for each visit. One written assessment/evaluation of the experience is to be completed and submitted by the cooperating teacher and the clinical supervisor/clinical instructor.
   - Formal observation reports that are to be completed and signed include written narrative reports for each visit and one final evaluation. Signatures of the clinical practice: pre-professional student, cooperating teacher(s) and the clinical supervisor/clinical instructor are expected on each submitted observation form.
   - Supervisory reports are to be submitted either by electronic transfer or in paper form.

4. For the purpose of evaluation, the clinical practice: pre-professional student should be viewed as an emerging professional, a work-in-progress and should be evaluated by standards appropriate to a developing educator.

L. **Removal from Clinical Practice: Pre-professional**

1. Removal from a clinical practice: pre-professional placement may be initiated by a school district administrator, cooperating teacher or clinical supervisor/clinical instructor.

2. If a teacher candidate is removed from his/her placement, the student will be required to withdraw from the clinical practice: pre-professional experience for that semester. The student will not have the opportunity to be placed again in the field in the same semester. Withdrawal from the clinical practice: pre-professional experience and/or its co-requisite(s) remain the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the University course bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found online in the University course bulletin. 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.

3. Instructions to repeat one clinical practice course (pre-professional or internship) are delineated in Section O below. If removal from the placement 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 for placement.

4. A student who graduates from any Kean University College of Education program without certification and returns to any post-baccalaureate program is also governed by this policy.

M. Leave of Absence: Medical or Personal Reasons

Students who must leave the University temporarily either for medical or personal reasons must 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 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.

N. 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. Students 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
O. Repeating the Clinical Practice: Pre-professional

1. A student will have one opportunity to repeat either the clinical practice: pre-professional or internship experience.

2. Application to repeat one clinical practice course (clinical practice: pre-professional or internship) may be made within a two-year period upon receipt of a grade of “U” Unsatisfactory or a student-initiated withdrawal which culminates in a grade of “W”.

3. A clinical practice course may be repeated only once, provided the student meets all recommended interventions as determined by the Teaching Performance Center in conjunction with the clinical supervisor/clinical instructor. A formal intervention plan will be developed by the clinical supervisor/clinical instructor, student, and the Teaching Performance Center in collaboration with the program coordinator.

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

5. Formal application to repeat a field experience is initiated by letter to the director of the Teaching Performance Center with copies to the executive director, program coordinator and the dean of the College of Education. This letter must identify the semester in which the student is requesting a second placement opportunity and must be submitted two months prior to the start of the requested semester. The request will be reviewed by a committee consisting of the director of the TPC, the executive director or designee, the program coordinator, the clinical supervisor/clinical instructor of record and a representative of the COE dean’s office. An appeal may not result in a recommendation for a second opportunity to repeat the internship. The committee’s recommendation will be sent to the dean of the College of Education for a final decision.

7. A clinical practice student who is repeating a clinical practice: pre-professional experience will be assigned to a Kean University Professional Development School for the duration of the field experience semester. Students who are placed in a Professional Development School will be supervised by the clinical instructor who has been assigned to that particular site.

P. Extended Clinical Practice: Pre-professional

In certain instances when a candidate’s successful completion of the clinical experience: pre-professional is in jeopardy, and when it is felt that an additional guided experience can be beneficial, the director of the Teaching Performance Center, at the recommendation of the clinical supervisor/clinical instructor, will form a committee consisting of the director of the TPC, the clinical supervisor/clinical instructor and the executive director or designee. This committee will review the student’s particular situation and recommend an extension of the field experience, a repeat of the entire field experience, or a complete removal from the clinical practice: pre-professional process.

If a candidate is unable to progress through the field experience because of justified excessive absences or the cooperating teacher is not able to allow the candidate to fulfill the requirements of the experience, the committee will convene and determine how long the field experience should be extended. If the clinical practice: pre-professional is to be extended, a Special Case Report
(Appendix I) must be completed on which are indicated specific program performance competencies in need of strengthening.

It is the prerogative of the committee to recommend ending the clinical practice: pre-professional experience if it is determined that, (1) doing so is in the best interests of the K-12 students with whom the candidate is working, (2) the identified problems are so severe that the candidate requires additional specialized instruction and practice, and (3) the candidate is demonstrating unprofessional behaviors such as continuous lateness, frequent absences, or conduct unbecoming to the teaching profession. If this is the case, the committee will also determine whether the student will be able to repeat the experience in its entirety after specific measures to remediate the difficulties have been completed.

Q. Special Case Report: Problems and Concerns

A clinical practice: pre-professional 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 performance 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 clinical practice: pre-professional student:

1. A serious problem (or problems) is identified by the cooperating teacher and/or the Kean University 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 clinical practice 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 and/or appended to the narrative report. In most cases, both 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 is held with the student, the cooperating teacher and the clinical supervisor/clinical instructor. The Special Case Report (Appendix I) 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, both the conference and the filing should take place by the end of the 6th week and must be filed at mid-semester if a student is failing.

6. If progress is not observable by the cooperating teacher and/or the 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 clinical practice student will then be invited into the conference. (This must take place no later than the 8th week of the clinical practice: pre-professional student’s placement.)

7. Options available at this point would include:
   a. removal from placement;
   b. creation of a plan for remediation/intervention to be implemented the following semester;
   c. reapplication for placement in a subsequent semester;
   d. withdrawal from the course;
   e. withdrawal from the program;
   f. counseling of the student to pursue a career path other than teaching.

N.B.
This procedure is designed so that a clinical practice: pre-professional student will know what the problem(s) is, specifically how he or she is to correct the situation and, given time, helped to make adjustments. Clearly, the major burden of change is on the clinical practice: pre-professional student. The clinical supervisor/clinical instructor, working collaboratively with the cooperating teacher and other university personnel, provides the professional assistance and guidance to help the student realize his or her progress in this field experience by following the above procedure.

R. Assessment and Grading

1. Assessment

Both the cooperating teacher and the clinical supervisor/clinical instructor are encouraged to be honest and objective in completing their evaluations. Joint conferences among the three members of the triad (cooperating teacher, clinical practice: pre-professional student and clinical supervisor/clinical instructor) are recommended.

A clinical practice: pre-professional student is entitled to feedback after each of his/her observations. Evaluation conferences afford the student opportunities to practice self-evaluation as well as respond to the supervisor’s or cooperating teacher’s assessment of his/her progress.

In the performance competencies in which the clinical practice: pre-professional student need to improve, he/she is to be given suggestions for doing so in as specific terms as possible. A time schedule in which to implement the improvement(s) is recommended also. For purposes of documentation, such suggestions are to be made in writing using the Field Experience Narrative Observation form (Appendix K) as well as discussed, and copies retained by the preservice teacher, the cooperating teacher, and the clinical supervisor/clinical instructor.

For the purpose of evaluation, the clinical practice: pre-professional student is viewed as an emerging professional, a work-in-progress. The clinical practice: pre-professional student is to be evaluated by standards appropriate to a developing educator.

At the end of the experience, the clinical supervisor/clinical instructor and cooperating teacher should each evaluate the student using the Pre-professional Field Experience Performance Competency Assessment worksheet. See Appendix G for a sample assessment worksheet. The assessment will then be formally submitted online.
Assessment Summary

| Clinical supervisor/ Clinical Instructor | • 1 online final performance competency assessment form  
|  | • 1 final meeting form  
|  | • Field experience Narrative Observation forms (to document each visit other than the final evaluation)  
|  | • Special Case report (as needed)  
| Cooperating Teacher | • 1 online final performance competency assessment form  
|  | • Special Case report (as needed)  

2. Conditional Recommendation to Internship

The intention of a conditional recommendation is to provide to a teacher candidate a structured improvement plan in order to strengthen necessary skills prior to the onset of the clinical practice: internship. A conditional recommendation is an outgrowth of a conference among the clinical supervisor/clinical instructor, candidate, a departmental representative and the Teaching Performance Center (TPC), a conference that has been initiated by the filing of a Special Case Report. Students who earn a score of 30-34 on their final Pre-Professional Field Experience Performance Competency Assessment are recommended conditionally for admission to the internship. Admission is contingent of a grade of IN, the completion of an Incomplete Contract and a Pre-professional Improvement Plan.

Conditions that precede and/or accompany a conditional recommendation for a clinical practice: pre-professional student are:

- A Special Case Report outlining the performance competencies the student must address is to be submitted. Since there are ten performance competencies, those which have not been met at a minimal standard of 3 are to be identified with specific suggestions for improvement.
- A Special Case Report must be submitted no later than the 10th week of the semester, allowing sufficient time for at least one follow-up supervisory visit to determine student progress.
- A conference is to be held with the student, clinical supervisor/clinical instructor, department representative, and TPC.
- An Incomplete Contract and a plan for its removal is created and signed by student, clinical supervisor/clinical instructor, and the department.
- A grade of IN (Incomplete) must be entered for a student as a grade for the semester. Such a grade prevents the student from continuing in the field experience sequence to the internship while a remediation plan is implemented. A grade of IN also alerts the department and the College of Education (COE) to possible programmatic changes, additions or admissions. This condition is important for program improvement and affects candidate performance.
- Repeating or extending the clinical practice: pre-professional experience for a full semester.
3. Grading

A. Traditional letter grades are not awarded for clinical practice: pre-professional. Instead, one of the following is earned:

- S – Satisfactory performance
- U – Unsatisfactory performance
- IN – Incomplete

Credit given; recommended for certification
No credit given; not recommended for certification
Incomplete contract completed between the university and the student (to be completed only with the Conditional Recommendation to Internship)

B. Incomplete contracts will be written only for reasons as stated in the Kean University Undergraduate and Graduate catalogs/bulletins.

It is possible that the clinical practice: pre-professional student will be unable to demonstrate satisfactory competency by the conclusion of the clinical practice: pre-professional semester. In such a case, the student has the following options:

a. Withdraw from the clinical practice: pre-professional if it is within the time limit and receive an automatic grade of “W”.

b. Receive a grade of “U” indicating unsatisfactory performance. A SPECIAL CASE IN FIELD EXPERIENCE report must be on file in the Teaching Performance Center as one documentation of unsatisfactory performance. See Appendix I for a sample of this report.

c. Receive a grade of IN (Incomplete) indicating satisfactory performance but not completion of a semester of work; must be filed with a Conditional Recommendation to the Internship.

d. An Incomplete signifies an opportunity to continue the clinical practice: pre-professional into a second semester

C. The clinical supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the clinical practice: pre-professional student and the assignment of the grade. The candidate’s grade must be entered on KeanWise.

S. Waivers

No clinical practice: pre-professional experience will be waived after May 23, 1991. All students must complete at least one clinical practice: pre-professional experience at Kean University including students who have successfully completed the clinical practice: pre-professional experience at a university in a foreign country.

T. Praxis II Requirement for Clinical Internship

COE Policy 1.38 PRAXIS II Exam Requirement

The College of Education requires that all field experience students schedule, take and meet NJ Qualifying Score(s) for the respective Praxis II Test(s) for the initial teacher certification that they are seeking before they can participate in the clinical practice internship.
- **Early Childhood Students** (UG) are required to meet NJ Qualifying Scores **both** the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 **AND** the Early Childhood Content Knowledge Test (5025 – effective 09/01/15). Early Childhood students in the Post-Baccalaureate program are required to meet the NJ Qualifying Score(s) only for the Early Childhood Content Knowledge test (5025 – effective 09/01/15).

- **Elementary/Middle K-6/5-8** teacher candidates are required to take and meet NJ Qualifying Score(s) for **both** the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 **AND** the Middle School Praxis II exam for the specific content area.

- **Teacher of Students with Disabilities** must meet NJ Qualifying Score(s) of the Content Knowledge Test for his/her content area. TSD students seeking K-6/5-8 certification are required to meet NJ Qualifying Score(s) for **both** the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 **AND** the Middle School Praxis II exam for their specific content area.

It is the candidate’s responsibility to schedule, and meet, the NJ Qualifying Score(s) for the appropriate Praxis II test within the appropriate time frame and submit proof of scores that meet the NJ Qualifying Scores to the TPC by the deadlines: August 1 for fall interns, December 15 for spring interns. Proof of passing Praxis II scores to the Teaching Performance Center in Hennings 215 are required in order to participate in the clinical practice internship.

Official proof of passing the Praxis II test(s) consists of providing a copy of all pages of the ETS Test Taker Score Report to the Teaching Performance Center. Beginning with the September 2009 PRAXIS II administration, students are required to access their score reports online for a period of 30 days after the initial posting. Students must provide to the Teaching Performance Center a hard copy of the ETS Test Taker Score Report. Information on Praxis II testing and a schedule of test and registration dates are available on line at [http://www.ets.org/praxis/index.html](http://www.ets.org/praxis/index.html).

Approved by COE

Administrative Council

11/07/05
XI. THE CLINICAL PRACTICE: PRE-PROFESSIONAL STUDENT

A. Responsibilities

The clinical practice: pre-professional student is to begin instruction/teaching as soon as deemed appropriate by the cooperating teacher.

The clinical practice: pre-professional student is responsible for:

1. teaching at least one period or activity a day, starting the third week of the assignment;
2. circulating among and assisting students and answering their questions;
3. working with individual pupils;
4. teaching small groups of 3-5 pupils;
5. teaching to the entire class under direct supervision of the cooperating teacher. (As a clinical practice: pre-professional student begins to teach lessons, he/she should be encouraged to prepare extensively.);
6. arriving promptly and signing in at the cooperating school;
7. dressing professionally; jeans are inappropriate usually;
8. exhibiting skill in communicating well in oral and written language;
9. participating in day-to-day routines as appropriate to settings such as bus, hall, or playground duty, or supervising in the lunch room or cafeteria;
10. preparing a minimum of eight (8) lesson plans and a unit plan and providing the cooperating teacher and clinical supervisor/clinical instructor with a copy of lesson plans;
11. assisting the cooperating teacher in classroom management details and enrichment of the classroom environment;
12. utilizing and integrating technology in classroom instruction;
13. learning to operate “smart boards” and utilizing multi-media center;
14. developing creative/instructional bulletin boards and other educational displays;
15. maintaining ongoing communication with the clinical supervisor/clinical instructor and cooperating teacher;
16. maintaining and submitting to the clinical supervisor/clinical instructor a journal of the clinical practice: pre-professional experience including observations, analyses and reflection;
17. conferring with the clinical supervisor/clinical instructor after each observation to assess the impact of teaching and learning process;
18. treating all conferences and classroom events with confidentiality and professionalism;
19. attending scheduled on-campus seminars and orientations;
20. limiting outside activities/employment during the field experience, making every effort not to permit personal needs and obligations, or other university courses or activities to take precedence over field experience responsibilities. A student is not to ask to leave early or to be absent from his/her cooperating school to engage in a university course or employment; and
B. Requirements

The clinical practice: pre-professional is a semester of guided observations and participation prior to the onset of the clinical practice internship. During the clinical practice: pre-professional semester, the university student is placed in a school/agency setting and under the supervision of an assigned cooperating teacher and a clinical supervisor/clinical instructor.

The three (3) requirements of the clinical practice: pre-professional semester are: 1) teaching at least one period or activity a day, for a minimum of 8-12 lessons during placement; 2) the maintenance of a reflective journal; and 3) preparation of lesson plans for lesson taught.

1. Classroom Teaching (Required)

The clinical practice: pre-professional student is to begin assuming instructional/teaching responsibilities as soon as deemed appropriate by the cooperating teacher, certainly by the third week of the assignment. Instruction may be one-on-one, small groups of three to five pupils, and teaching the entire class under the direct supervision of the cooperating teacher.

Conferring for the purpose of assessment and reflection with the cooperating teacher and/or the clinical supervisor/clinical instructor after each lesson taught and observed is a requirement.

2. Journal Reflections (Required)

Maintaining a journal is an exercise designed to help a student think more deeply about the knowledge gained from courses and how this knowledge will be applied in a classroom. The journal is an ongoing narrative in which is recorded the thoughts about teaching that will make the clinical practice: pre-professional more meaningful.

Reflection: is a complex thinking process that is cultivated over time. As a process, reflection requires analytical thinking about issues related to the teaching profession. Typically, it involves systematic and insightful thinking about what has been done, and the effects of instruction on student behavior and student learning. The intent of reflection is to develop an awareness of a teacher's own thoughts, feelings, teaching decisions and student reactions. The outcome is a change of behavior toward the improvement of instruction and increased probability of student learning.

Reflective Journal Entries: are written thoughts, feelings, insights and questions that represent thinking about experiences in teaching, learning and/or beliefs about professional issues.

The following topics are suggested to facilitate thinking and to help the university student write reflective journal entries:

1) What is the context of your clinical practice: pre-professional?
2) What are your goals for the clinical practice: pre-professional?
3) What are you learning about teaching?
4) How successful were you as a clinical practice: pre-professional student?
5) What are the characteristics of an effective (successful or good) teacher?
6) What are the characteristics of an effective (successful, worthwhile, or good) lesson?
7) What are crucial (or important) teaching skills?
8) What is a teacher expected to do or accomplish daily?
9) What are important dilemmas that you expect to face as a clinical practice: pre-professional student?
10) What issues have been raised by your clinical practice: pre-professional?
11) What teaching skill(s) do you need to work on?
12) What kind(s) of teaching situations do you now need to try?
13) What should you be doing to prepare yourself for a successful clinical practice: pre-professional?

3. Lesson Plans (Required)

During the clinical practice: pre-professional, each student will be responsible for planning and teaching a minimum of 8-10 lessons. A student will prepare detailed plans to support any lesson taught. A suggested lesson plan format is found in Appendix X. A clinical practice: pre-professional student is responsible for submitting a plan for each lesson that he/she teaches to the cooperating teacher and clinical supervisor/clinical instructor.

The lesson plans are to be signed by the cooperating teacher before the lesson is implemented. Accumulated lesson plans for the clinical practice are to be available for daily review by the cooperating teacher and the clinical supervisor/clinical instructor at the time of his or her visit.
XII. THE COOPERATING TEACHER

A. Expectations

The success of teacher preparation is dependent upon the efforts of an effective cooperating teacher and a dedicated clinical supervisor/clinical instructor. Each ensures the success of the Kean University program by providing a candidate with an appropriate initiation into the culture of the school and the classroom. Modeling exemplary classroom practice, a cooperating teacher offers the clinical practice: pre-professional student creative opportunities to apply theories and principles studied in the university classroom. Cooperating teachers are expected to:

1. provide opportunities for the clinical practice student to interact with P-12 students to design, instruct, and assess student learning;
2. provide opportunities for the clinical practice: pre-professional student to interact with P-12 students in a total school setting. These experiences include leading/co-leading small group instruction, providing 1:1 in-class support, co-teaching with cooperating teacher.
3. share curricular and instructional ideas, resource materials, and suggestions with the student and clinical supervisor/clinical instructor;
4. model appropriate language and positive classroom management;
5. encourage the use of current innovations and developments such as thematic teaching, the use of manipulative materials, and cooperative learning strategies; and
6. reinforce the awareness of state and national standards and initiatives, including NJCCC Standards (2011); and NJ Professional Teacher Standards for Teachers (2015).

B. Responsibilities

The cooperating teacher is responsible for:

1. welcoming discussions about lesson plans, teaching strategies and assessment with the student;
2. modeling effective classroom management techniques;
3. teaching lessons that serve as models for the clinical practice: pre-professional student;
4. assigning the clinical practice: pre-professional student to classroom activities in keeping with his/her level of ability and interest, no later than the third week, with opportunities for individual instruction and progression to small groups and finally, to leading or co-leading the entire class;
5. reviewing and signing lesson plans; observing and critiquing lessons taught by the clinical practice: pre-professional student;
6. assessing regularly the activities of the clinical practice: pre-professional student in the classroom;
7. helping the clinical practice: pre-professional student reflect on his/her development as a teacher;
8. remaining in the classroom with the teacher candidate. The student teacher shall be under the direct and continuous personal supervision of the appropriately certified cooperating teacher;
9. conferring with the clinical supervisor/clinical instructor for additional help, insights, or information;
10. conferring informally with the clinical practice: pre-professional student at or near the end of each day he/she spends in the classroom and begin planning for the next week’s participation;
11. communicating with the clinical supervisor/clinical instructor, Teaching Performance Center, or program coordinator as needed;

12. completing at least one (1) final performance competency assessment of the clinical experience: pre-professional;

13. participating in university-sponsored professional development activities; and

14. completing the final competency online or, if completed in paper form, returning the completed form to the clinical supervisor/clinical instructor or the Teaching Performance Center, Hennings Hall 215, Kean University, Union, NJ 07083. Directions to submit online final assessments are found in the cooperating teacher’s initial packet of information or on the TPC website at www.kean.edu/~tpc.

C. Professional Development Hours

Professional Development Hours are awarded to cooperating teachers who mentor clinical experience: pre-professional students. A list of the programs and their respective professional development hour credits is located in Appendix N.

In order to receive a certificate awarding professional development hours, cooperating teachers are asked to visit the Teaching Performance Center website at www.kean.edu/~tpc and complete an online Request for Professional Development Hours. A paper copy of the form is to be found in Appendix M or can be downloaded from the website. Certificates will be mailed to the cooperating teacher’s home address based upon the following schedule:

<table>
<thead>
<tr>
<th>Form Due to</th>
<th>Certificate Mailed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Performance Center</td>
<td>by April 1</td>
</tr>
<tr>
<td>Fall Semester November 1</td>
<td>by June 1</td>
</tr>
<tr>
<td>Spring Semester March 1</td>
<td></td>
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</tbody>
</table>

D. What can I do when I see my student teacher struggling during a lesson?

It’s important to remember that student teachers are still students: They are not experienced teachers, and they will make mistakes. When they do, an effective cooperating teacher will guide the student teacher back on track before significant damage can be done to the student teacher’s confidence or to students’ learning and safety. Cooperating teachers must walk a fine line between allowing student teachers to make mistakes and learn from them, and ensuring that students receive quality instruction.

A 2007 study by Donna M. Post identified the following strategies used by experienced cooperating teachers when student teachers had difficulty during a lesson. Choosing the least intrusive action appropriate for the situation allows the cooperating teacher to keep the lesson on track without causing much damage to the student teacher’s development or to the students’ learning. Most of the following techniques can be used several times within a single lesson. It is a good idea to discuss the strategies with your student teacher before using them, and to always address his or her struggles in a conference after class.
Effective I's (lowest level of disruption to highest)

Ignore: If the problem can be discussed at a later time and the situation will not cause harm to students, the cooperating teacher may refrain from any action that would undermine the student teacher's authority. This should be a conscious choice on the part of the cooperating teacher. Examples include: ignoring a spelling error in a word that the students already know how to spell; choosing not to draw attention to a grammatical error or mispronunciation.

Intervene: Cooperating teacher intervention is used when the student teacher is not aware of a problem or not experienced enough to solve it. Intervention is usually unnoticed or appreciated by the student teacher, and does not disrupt the student teacher’s lesson. Examples include: moving an overhead projector that blocks students’ vision; turning off Bunsen burners accidentally left on.

Interject: The cooperating teacher may interject a very short comment that does not interrupt the flow of the lesson and is quickly forgotten by the students and the student teacher. Examples include: providing a word that the student teacher is struggling to find; correcting word pronunciation.

Interact: The cooperating teacher sends a verbal or nonverbal message that requires a few seconds of the student teacher’s attention and quickly redirects the student teacher’s actions or thoughts. Students may or may not be aware of the interaction. This is the most common cooperating teacher response to a student teacher’s struggle in front of the class. Examples include: writing a few words on a sticky note to draw the student teacher’s attention to a cheating incident or sleeping student; telling the student teacher in a low voice that it’s time to get ready for lunch or that he or she has missed a step in giving directions for a class activity.

Interrupt: A cooperating teacher may choose to interrupt when something important needs to be communicated immediately. An interruption is highly visible and/or audible to the student teacher and students, and disrupts the flow of the lesson. An interruption lasts longer than an intervention, but the student teacher always finishes the lesson. Examples include: speaking aloud to remind the student teacher and class of a classroom rule; providing an example that would benefit the students and student teacher.

Intercept: The cooperating teacher completely takes over the lesson and brings it to closure, moving the students, student teacher, and cooperating teacher toward a common goal. This action is most intrusive and may leave the student teacher feeling disappointed. Examples include: bringing a class’s behavior under control when the student teacher is unable to do so; ending a student teacher’s long and boring lecture; stepping in when the student teacher is unable to proceed due to illness, nervousness, or lack of preparation.

XIII. THE CLINICAL SUPERVISOR/CLINICAL INSTRUCTOR

The clinical supervisor/clinical instructor is responsible for the on-site supervision of Kean University clinical practice students who are assigned to the public and private schools or agencies of New Jersey. While his/her primary responsibility is to guide the preservice student, the clinical supervisor/clinical instructor ensures that the experience is developmentally rigorous and intellectual, based on educational research, evaluation and involvement.

As the official representative of Kean University, the clinical supervisor/clinical instructor acts as a liaison between the university and the participants in the host school or agency - the clinical practice student, the cooperating teacher, and the cooperating school administration - and serves as the resource person for these individuals. The clinical supervisor/clinical instructor look for observable growth in the clinical practice student’s responsibilities, confidence, instructional competence, and comprehension of the teaching-learning process.

A. Qualifications

The following qualifications are minimum for the position of clinical supervisor/clinical instructor:

a. New Jersey Department of Education Permanent Teaching Certification;
b. A minimum of five (5) years’ experience in the area(s) of certification;
c. Master’s Degree;
d. Administrative Certification;
e. Administrative experience, principal or assistant principal experience preferred; a minimum of three (3) years’ experience; and
f. Urban or urban-rimmed school/district experience.

B. Expectations

The clinical supervisor/clinical instructor, by linking knowledge, skills, and dispositions of the NJ Professional Standards for Teachers to the school classroom and the clinical practice student, assists in the development of a professional educator. Clinical supervisors/clinical instructors, collaborating with cooperating teachers, enable students to develop pedagogical, curricular, and evaluative strategies based on current research and best practice. Clinical supervisors/clinical instructors provide opportunities for students to engage in self-reflections and evaluation of their teaching by serving as advisors and “mirroring” resources. Clinical supervisors/clinical instructors are expected to:

1. represent Kean University in the field experience setting;
2. be conversant with age-appropriate curriculum concepts and instructional strategies;
3. act as a resource to the clinical practice student with a repertoire of current instructional strategies and theories of education;
4. maintain open communication with the clinical practice student, the cooperating teacher, the university department, and the Teaching Performance Center;
5. encourage the use of current innovations and developments such as thematic teaching, manipulative materials, and cooperative strategies;

6. reinforce awareness of state and national standards and initiatives, including *NJCCC Standards (2011)*; and *NJ Professional Teacher Standards for Teachers (2013)*.

7. participate in COE-sponsored professional development activities.

8. document a minimum of three (3) supervisory visits to the teacher candidate during the semester.

C. Responsibilities

The clinical supervisor/clinical instructor is responsible for:

1. attending pre-semester Orientation to Clinical Practice for the clinical practice student;

2. meeting with the cooperating teacher and the clinical practice student at the time of the first supervisory visit to review the philosophy and goals of the program as well as the routines for student observation;

3. meeting with the principal for the purpose of introducing himself/herself and to leave the clinical practice materials, as well as a telephone number and email address where he/she can be reached;

4. observing the student and using criteria presented on the competency assessment form. The Field Experience Narrative Observation form (Appendix K) is to be used to document the student’s strengths and weaknesses, as well as noting specific suggestions to be implemented;

5. reviewing the student’s reflective journal

6. conferring with the student directly after each of three (3) observations and using criteria included on the competency assessment form as the basis for each conference;

7. conferring with the cooperating teacher concerning the progress of the clinical practice student and completing a Final Meeting Form (Appendix H);

8. completing a final performance competency assessment of the student online, or in paper form; returning paper form to the Teaching Performance Center and appropriate copies to respective departments; (Directions on submitting online final assessments can be found in the clinical supervisor’s/clinical instructor’s initial packet of information or on the TPC website at www.kean.edu/~tpc.) and

9. assigning a grade at the conclusion of the experience and submitting that grade via the KeanWise electronic system.

10. participating in professional development activities provided by the College of Education and/or the Teaching Performance Center.

D. Guidelines for Observation

Check to be sure that the clinical practice student is making a satisfactory adjustment. Stress with both the cooperating teacher and the clinical practice student the absolute necessity of identifying and discussing problems or potential problems early in the experience. Any problem (i.e., change of placement, absenteeism of student, or inadequate preparation to teach) is first brought to the attention of the clinical supervisor/clinical instructor, if he/she is not the
initiator, before it is brought to the Teaching Performance Center. Remediation of a field experience problem situation starts with the clinical supervisor/clinical instructor.

The clinical supervisor/clinical instructor’s observation of the clinical practice: pre-professional student should be discussed immediately following the observation. Performance strengths and areas of needed improvement should be identified and noted with the positive aspects identified and stressed first. The clinical supervisor/clinical instructor may need to prescribe, in very clear terms, what is necessary for improvement.

1. Assessment

a. The purpose of assessment is to help the clinical practice student become more effective and to provide a critical basis for self-evaluation and self-reflection. The clinical practice: pre-professional student is urged to accept and use suggestions for improvement in a professional, intelligent manner and continually seek to improve his/her teaching through these evaluations.

b. The clinical supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the clinical practice: pre-professional student.

c. The clinical experience: pre-professional grades are stated in one of three different ways:

\[
\begin{align*}
S & = \text{Satisfactory} \\
U & = \text{Unsatisfactory} \\
IN & = \text{Incomplete} \quad \text{(Conditional Recommendation Only)}
\end{align*}
\]

2. Basis of Final Assessment

a. The judgment of the cooperating teacher regarding the proficiency and competency of the student in the total classroom setting.

b. Evidence of the student’s personal and professional readiness to assume responsibility for a professional internship.

3. Scoring

a. Score of $\geq 35$ on the Pre-Professional Field Experience Performance Competency Assessment form by the clinical supervisor/clinical instructor permits the student to move forward to the internship or the second phase of the clinical experience: pre-professional.

b. Score of 30 – 34 will require the completion of an Incomplete Contract and remediation/intervention before being recommended for admission to the internship or second phase of clinical experience: pre-professional.

c. Score of $<29$ will result in an Unsatisfactory grade for the field experience.
4. Pre-professional Field Experience Performance Competency Assessment

a. Descriptors for each of the performance competencies on the assessment are printed on the worksheet. A sample worksheet can be found in Appendix G.

b. The final Pre-professional Field Experience Performance Competency Assessment is to be completed no earlier than 7-10 days prior to the end of the semester.

c. The clinical supervisor/clinical instructor is requested to consider for inclusion under the COMMENT section on the final Pre-professional Field Experience Performance Competency Assessment report the following:

1. One or two sentences specific to the grade(s), level, subject matter; name, location of school and district, name of cooperating teacher or make certain this information is indicated clearly and legibly in the heading.

2. Next, several sentences illustrative of student’s knowledge and skill starting with a general statement followed by an example(s):
   a. His/her lesson plans were creative in that...
   b. He/She demonstrated professional rapport with administrators and parents by...
   c. His/Her classroom management style provided...

3. Final statement: thinking, feeling or believing
   a. It is my professional opinion that...
   b. I was impressed by his/her...
   c. I believe that his/her love of teaching will...

5. Special Case Report

a. A clinical practice assignment may create challenges which require identification and professional management by the clinical supervisor/clinical instructor. During the placement, a student may experience performance problems or professional concerns. These may include, but are not limited to, such areas as planning or assessing classroom instruction, spoken or written English, management skills, content knowledge, or interpersonal skills. When such concerns arise, a Special Case Report should be filed by either the clinical supervisor/clinical instructor, cooperating teacher or the clinical practice: pre-professional student. See Appendix I for a sample of this form.

b. The Special Case Report must be filed by the clinical supervisor/clinical instructor if the progress of the clinical experience: pre-professional student is unsatisfactory at mid-semester.

c. Procedures for filing the Special Case Report and for notification of all parties, as well as remediation guidelines, can be found in Appendix J.

6. Clinical Supervisor/Clinical Instructor’s Checklist

A copy of the Clinical Supervisor/Clinical Instructor’s Checklist can be found in Appendix L. This checklist should be completed at the clinical supervisor/clinical instructor’s first visit to the clinical practice: pre-professional student’s placement site.
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<td>Dr. Walter Ankzel</td>
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<td>Dr. Dina Rosen</td>
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<td>Mr. Patrick Ippolito</td>
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<td>Dr. George Kolody</td>
<td>J-334H, 737-4013</td>
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<td>Dr. Gail Verdi</td>
<td>J330K, 737-3908</td>
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<td>Dr. Joseph Amorino</td>
<td>VEB24, 737-4403</td>
<td>FA 497 (9 cr)</td>
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<td>HEALTH &amp; PHYSICAL EDUCATION (Undergraduate &amp; Post-Baccalaureate) 908-737-0650</td>
<td>Dr. Josh Palgi</td>
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<td>Dr. Tom Walsh</td>
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<tr>
<td>MUSIC (Undergraduate, Post-Baccalaureate &amp; Graduate) 908-737-4330</td>
<td>Dr. Lyn Schner-Joiner</td>
<td>PA 112, 737-4339</td>
<td>MUS 4301 (9 cr)</td>
<td>MUS 3311/Fall MUS 3321/Spring</td>
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<td>POST-BACCALAUREATE CERT. 908-737-4135</td>
<td>Ms. Ethel Eaddy-Thomas</td>
<td>H2124, 737-3800</td>
<td>EMSE 4811 (9 cr)</td>
<td>EMSE 3801</td>
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<td>SECONDARY EDUCATION (Undergraduate &amp; Post Baccalaureate) - Collateral Program 908-737-0900</td>
<td>Dr. L. Cahiro (Spanish)</td>
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<td>K219, 737-7150</td>
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<td>Dr. G. Kolody</td>
<td>J334H, 737-4013</td>
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<td>Dr. J. Weimer (Social Studies)</td>
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<td>SCHOOL NURSE 908-737-3390</td>
<td>Dr. Portia Johnson</td>
<td>T116, 737-3390</td>
<td>NURS 5510/HEDS000</td>
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<td>TEACHER OF STUDENTS WITH DISABILITIES 908-737-3850</td>
<td>Dr. Barbara Lee</td>
<td>H1H317, 737-3860</td>
<td>SPED 4135 (9 cr)</td>
<td>SPED 3001</td>
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<td>THEATRE 908-737-4428</td>
<td>Ms. Rachel Evans</td>
<td>VE411, 737-4429</td>
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<td>SPEECH PATHOLOGY 908-737-5802</td>
<td>Dr. Martin Shulman</td>
<td>EC 106A, 737-5802</td>
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<tr>
<td>KEAN OCC ADVISOR</td>
<td>Mr. Robert Colangolo</td>
<td>Gateway Blvd., Rm. 423</td>
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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 field and Preprofessional 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 profession 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 students 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.

Students 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
8/30/12 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 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
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. Cumulative grade point average (GPA) of 3.0 for new students and new transfer students (effective 09/01/12) 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 Field course and Preprofessional Field course.

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

c. Effective September 1, 2012, cumulative GPA of 3.0 or above.

d. Grades in education courses of 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 08/01/12 Approved by Field Advisory Committee Approved by Administrative Council 08/30/12

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. Placements in districts with diverse populations are priority assignments.
3. If there are special considerations requested in a placement, 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.

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

COE Policy 1.27 Selection of Professional Internship/Student Teaching Sites

A listing of Professional Internship (Student Teaching) sites as approved by the program faculty and school districts is available for students.

   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.

   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

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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, (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 will accept visiting professional interns only 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:

- A visiting student must have achieved a 3.0 GPA or above 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

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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 II Exam Requirement

Beginning Fall 2006, all 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. All 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 ETS Test Taker 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 December 15 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 Meeting 9/28/05
Approved by COE Administrative Council 11/7/05

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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 1

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.

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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.

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.]
[(d)] (b) The level of mastery of the [professional standards] Professional Standards for [teachers] Teachers and [school leaders] Professional Standards for School Leaders shall be on a continuum from pre-service and novice through veteran educator.

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.

(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

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(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;

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(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.


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 system-wide 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
APPENDIX E

NEW JERSEY DEPARTMENT OF EDUCATION

edTPA Handbook and New Jersey Certification Alignment

On August 3, 2016 the State Board of Education voted to set the cut score on the Commissioner-approved performance assessment, edTPA. In June of 2014, regulations requiring teacher candidates to pass a performance assessment in order to gain licensure were adopted and in December of 2015 edTPA was selected as the Commissioner-approved assessment.

As adopted by the New Jersey State Board, the implementation timeline for edTPA is designed to enable a gradual ramp-up to full implementation and is as follows:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Optional plot</td>
</tr>
<tr>
<td></td>
<td>- All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score</td>
</tr>
<tr>
<td></td>
<td>- All CE holders who begin teaching in the 2017-18 school year must complete the assessment but do not need to meet a specific cut score if the assessment is taken during this school year</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Cut score set at one standard error of measurement below the national recommendation</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Cut score determined by New Jersey standard setting process</td>
</tr>
</tbody>
</table>

Candidates seeking an initial certificate of eligibility with advanced standing must pass the Commissioner-approved performance assessment prior to earning certification. Certificate of eligibility holders must pass the performance assessment prior to earning standard certification. Candidates need only complete and pass one edTPA handbook for licensure in one of the certification areas sought.

Note: candidates seeking multiple endorsements concurrently for initial licensure should select the edTPA handbook that aligns with the clinical practice (student teaching) or CE hiring placement. For example: a candidate seeking K-6 and Middle School Math concurrently who is completing clinical practice in a middle school math classroom should complete the Middle Childhood Mathematics handbook.

The following table lists the allowable edTPA handbook(s) for each NJ endorsement

<table>
<thead>
<tr>
<th>Code</th>
<th>Endorsement Area</th>
<th>Allowable edTPA Handbook(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1001</td>
<td>Elementary School Teacher in Grades K - 6</td>
<td>Elementary Education (Combined)</td>
</tr>
<tr>
<td>1005</td>
<td>Teacher of Supplemental Instruction in Reading and Mathematics, Grades K-8</td>
<td>Elementary Education (Combined)</td>
</tr>
<tr>
<td>Code</td>
<td>Endorsement Area</td>
<td>Allowable edTPA Handbook(s)</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>1013</td>
<td>Preschool through Grade 3</td>
<td>Early Childhood</td>
</tr>
<tr>
<td>1102</td>
<td>Middle School with Subject Matter Specialization: Mathematics in Grades 5 - 8</td>
<td>Middle Childhood Mathematics</td>
</tr>
<tr>
<td>1103</td>
<td>Middle School with Subject Matter Specialization: Science in Grades 5 - 8</td>
<td>Middle Childhood Science</td>
</tr>
<tr>
<td>1104</td>
<td>Middle School with Subject Matter Specialization: Social Studies in Grades 5 - 8</td>
<td>Middle Childhood Social Studies</td>
</tr>
<tr>
<td>1105</td>
<td>Middle School with Subject Matter Specialization: World Language/American Sign Language in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1106</td>
<td>Middle School with Subject Matter Specialization: Language Arts/Literacy Specialization in Grades 5 - 8</td>
<td>Middle Childhood English Language Arts</td>
</tr>
<tr>
<td>1110</td>
<td>Middle School with Subject Matter Specialization: World Language/French in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1125</td>
<td>Middle School with Subject Matter Specialization: World Language/German in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1130</td>
<td>Middle School with Subject Matter Specialization: World Language/Italian in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1145</td>
<td>Middle School with Subject Matter Specialization: World Language/Latin in Grades 5 - 8</td>
<td>Classical Language</td>
</tr>
<tr>
<td>1150</td>
<td>Middle School with Subject Matter Specialization: World Language/Spanish in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1165</td>
<td>Middle School with Subject Matter Specialization: World Language/Russian in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>Code</td>
<td>Endorsement Area</td>
<td>Allowable edTPA Handbook(s)</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>1170</td>
<td>Middle School with Subject Matter Specialization: World Language/Greek in Grades 5 - 8</td>
<td>Classical Language</td>
</tr>
<tr>
<td>1172</td>
<td>Middle School with Subject Matter Specialization: World Language/Chinese in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1173</td>
<td>Middle School with Subject Matter Specialization: World Language/Japanese in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1174</td>
<td>Middle School with Subject Matter Specialization: World Language/Portuguese in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1176</td>
<td>Middle School with Subject Matter Specialization: World Language/Polish in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1178</td>
<td>Middle School with Subject Matter Specialization: World Language/Hebrew in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1179</td>
<td>Middle School with Subject Matter Specialization: World Language/Korean in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1181</td>
<td>Middle School with Subject Matter Specialization: World Language/Arabic in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1191</td>
<td>Middle School with Subject Matter Specialization: World Language/Other World Languages in Grades 5 - 8</td>
<td>World Language</td>
</tr>
<tr>
<td>1200</td>
<td>Art</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>1300</td>
<td>Business: Comprehensive Business</td>
<td>Business Education</td>
</tr>
<tr>
<td>1301</td>
<td>Business: Accounting</td>
<td>Business Education</td>
</tr>
<tr>
<td>Code</td>
<td>Endorsement Area</td>
<td>Allowable edTPA Handbook(s)</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>1302</td>
<td>Business: Finance/Economics/Law</td>
<td>Business Education</td>
</tr>
<tr>
<td>1303</td>
<td>Business: Keyboarding/Data Entry</td>
<td>Business Education</td>
</tr>
<tr>
<td>1304</td>
<td>Business: Computer Applications and Business-Related Information Technology</td>
<td>Business Education</td>
</tr>
<tr>
<td>1305</td>
<td>Business: Office Administration/Office Systems Technology</td>
<td>Business Education</td>
</tr>
<tr>
<td>1410</td>
<td>English</td>
<td>1. Secondary English Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Middle Childhood English-Language Arts</td>
</tr>
<tr>
<td>1430</td>
<td>Reading</td>
<td>1. Secondary English Language Arts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Reading Specialist</td>
</tr>
<tr>
<td>1440</td>
<td>Speech Arts and Dramatics</td>
<td>K-12 Performing Arts</td>
</tr>
<tr>
<td>1451</td>
<td>Theater</td>
<td>K-12 Performing Arts</td>
</tr>
<tr>
<td>1475</td>
<td>English as a Second Language</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>1480</td>
<td>Bilingual/Bicultural Education</td>
<td>N/A: Candidate completes assessment in initial content area</td>
</tr>
<tr>
<td>1505</td>
<td>American Sign Language</td>
<td>World Language</td>
</tr>
<tr>
<td>1510</td>
<td>French</td>
<td>World Language</td>
</tr>
<tr>
<td>1520</td>
<td>German</td>
<td>World Language</td>
</tr>
<tr>
<td>1530</td>
<td>Italian</td>
<td>World Language</td>
</tr>
<tr>
<td>1540</td>
<td>Latin</td>
<td>Classical Language</td>
</tr>
<tr>
<td>1550</td>
<td>Spanish</td>
<td>World Language</td>
</tr>
<tr>
<td>1560</td>
<td>Russian</td>
<td>World Language</td>
</tr>
<tr>
<td>1570</td>
<td>Greek</td>
<td>Classical Language</td>
</tr>
<tr>
<td>1572</td>
<td>Chinese</td>
<td>World Language</td>
</tr>
<tr>
<td>1573</td>
<td>Japanese</td>
<td>World Language</td>
</tr>
<tr>
<td>1574</td>
<td>Portuguese</td>
<td>World Language</td>
</tr>
<tr>
<td>Code</td>
<td>Endorsement Area</td>
<td>Allowable edTPA Handbook(s)</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1578</td>
<td>Hebrew</td>
<td>World Language</td>
</tr>
<tr>
<td>1579</td>
<td>Korean</td>
<td>World Language</td>
</tr>
<tr>
<td>1580</td>
<td>Arabic</td>
<td>World Language</td>
</tr>
<tr>
<td>1590</td>
<td>Other Foreign Languages</td>
<td>World Language</td>
</tr>
<tr>
<td>1605</td>
<td>Health and Physical Education</td>
<td>1. Physical Education 2. Health Education</td>
</tr>
<tr>
<td>1610</td>
<td>Driver Education</td>
<td>N/A; Exempt</td>
</tr>
<tr>
<td>1615</td>
<td>Swimming and Water Safety Instructor</td>
<td>N/A; Exempt</td>
</tr>
<tr>
<td>1620</td>
<td>Health Education</td>
<td>Health Education</td>
</tr>
<tr>
<td>1630</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>1635</td>
<td>Dance</td>
<td>K-12 Performing Arts</td>
</tr>
<tr>
<td>1705</td>
<td>Family and Consumer Sciences</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>1706</td>
<td>Family and Consumer Sciences: Child and</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Family Development</td>
<td></td>
</tr>
<tr>
<td>1707</td>
<td>Family and Consumer Sciences: Foods/Nutrition and Food Science</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td>1708</td>
<td>Family and Consumer Sciences: Apparel,</td>
<td>Family and Consumer Sciences</td>
</tr>
<tr>
<td></td>
<td>Textiles, and Interiors</td>
<td></td>
</tr>
<tr>
<td>1810</td>
<td>Technology Education</td>
<td>1. Educational Technology Specialist 2. Technology and Engineering</td>
</tr>
<tr>
<td>1900</td>
<td>Mathematics</td>
<td>1. Secondary Mathematics 2. Middle Childhood Mathematics</td>
</tr>
<tr>
<td>2100</td>
<td>Music</td>
<td>K-12 Performing Arts</td>
</tr>
<tr>
<td>2210</td>
<td>Biological Science</td>
<td>1. Secondary Science 2. Middle Childhood Science</td>
</tr>
<tr>
<td>2220</td>
<td>Earth Science</td>
<td>1. Secondary Science 2. Middle Childhood Science</td>
</tr>
<tr>
<td>2240</td>
<td>Physical Science</td>
<td>1. Secondary Science 2. Middle Childhood Science</td>
</tr>
<tr>
<td>Code</td>
<td>Endorsement Area</td>
<td>Allowable edTPA Handbook(s)</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>2250</td>
<td>Military Science</td>
<td>N/A; Exempt</td>
</tr>
<tr>
<td>2260</td>
<td>Physics</td>
<td>1. Secondary Science2. Middle Childhood Science</td>
</tr>
<tr>
<td>2270</td>
<td>Chemistry</td>
<td>1. Secondary Science2. Middle Childhood Science</td>
</tr>
<tr>
<td>2300</td>
<td>Social Studies</td>
<td>1. Secondary History/Social Studies2. Middle Childhood History/Social Studies</td>
</tr>
<tr>
<td>2350</td>
<td>Psychology</td>
<td>1. Secondary History/Social Studies2. Middle Childhood History/Social Studies</td>
</tr>
<tr>
<td>2415</td>
<td>Blind or Visually Impaired</td>
<td>N/A: Candidate completes assessment in initial content area</td>
</tr>
<tr>
<td>2422</td>
<td>Deaf or Hard of Hearing: Oral/Aural Communication</td>
<td>N/A: Candidate completes assessment in initial content area</td>
</tr>
<tr>
<td>2423</td>
<td>Deaf or Hard of Hearing: Sign Language Communication</td>
<td>N/A: Candidate completes assessment in initial content area</td>
</tr>
<tr>
<td>2475</td>
<td>Students with Disabilities</td>
<td>N/A: Candidate completes assessment in initial content area</td>
</tr>
<tr>
<td>2501</td>
<td>Agriculture, Teacher of</td>
<td>Agriculture Education</td>
</tr>
<tr>
<td>2560</td>
<td>Marketing</td>
<td>Business Education</td>
</tr>
</tbody>
</table>
APPENDIX F
KEAN UNIVERSITY – COLLEGE OF EDUCATION
Teaching Performance Center
215 Henning Hall – Union, NJ 07083
908-737-3790 – Fax: 908-737-3795
tpc@kean.edu

PREPROFESSIONAL FIELD EXPERIENCE PERFORMANCE COMPETENCY ASSESSMENT WORKSHEET
FINAL ASSESSMENT

Date: ___________________________ Semester: ___________________________ Supervisor: ___________________________ Supervisor Email: ___________________________

Student Name: ___________________________ Student Email: ___________________________

Cooperating Teacher: ___________________________ Cooperating Teacher Email: ___________________________

School District & School: ___________________________

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 field experience. Learning outcomes and performance indicators are rated using the following rubric:

<table>
<thead>
<tr>
<th>1 = Unacceptable (Not Competent)</th>
<th>2 = Beginning (Beginning Competence)</th>
<th>3 = Developing (Developing Competence)</th>
<th>4 = Capable (Competent)</th>
<th>5 = Accomplished (Highly Competent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates little or no competence.</td>
<td>Candidate demonstrates competence with significant assistance and prompting.</td>
<td>Candidate demonstrates developing competence with some assistance and prompting.</td>
<td>Candidate consistently demonstrates competence without any assistance or prompting.</td>
<td>Candidate consistently demonstrates high degree of competence functioning independently.</td>
</tr>
</tbody>
</table>

If a student’s rating is less than Accomplished (5), please check any indicators that are areas of concern and explain in the comment box.

A minimum score of 3 is required in competencies 1 through 4.

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ a. Uses standard English.</td>
<td></td>
</tr>
<tr>
<td>□ b. Pronounces words correctly and distinctly.</td>
<td></td>
</tr>
<tr>
<td>□ c. Supports verbal communication with nonverbal behavior.</td>
<td></td>
</tr>
<tr>
<td>□ d. Uses the voice to set a variety of moods.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Writes English and the language of instruction proficiently. | |
| □ a. Uses an appropriate vocabulary in the language of instruction | |
| □ b. Writes clear directions, explanations and assignments. | |
| □ c. Provides written material that is legible and grammatically correct. | |
| □ d. Organizes and clearly expresses ideas in journal and TWS Portfolio entries, lesson plans, and other writings. | |
| Comments: | |

<table>
<thead>
<tr>
<th>3. Demonstrates how knowledge of content is created and organized.</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ a. Displays extensive content knowledge.</td>
<td></td>
</tr>
<tr>
<td>□ b. Presents accurate and timely information, stressing depth and breadth of content.</td>
<td></td>
</tr>
<tr>
<td>□ c. Integrates knowledge from various fields in selection of resources.</td>
<td></td>
</tr>
<tr>
<td>□ d. Helps students recognize the purpose and relevancy of content and activities.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<p>| 4. Demonstrates knowledge of how P-12 students develop and learn | |
| □ a. Designs instruction appropriate for level of students/class. | |
| □ b. Provides remedial or enrichment material/instruction when appropriate. | |
| □ c. Sets realistic expectations for all students. | |
| □ d. Demonstrates critical thinking and reflection by maintaining journal and creating a Teacher Work Sample Portfolio. | |
| Comments: | |</p>
<table>
<thead>
<tr>
<th>SKILLS</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 5. Plans and implements instruction based upon knowledge of subject matter, students and curriculum goals.  
   - a. Promotes achievement of lesson objectives.  
   - b. Designs lesson plans aligned with the NJ Core Curriculum Content Standards.  
   - c. Builds on concepts and skills previously learned and differentiates instruction.  
   - d. Assists students in developing skills in accessing and interpreting information. | | 8. Manages learner behavior to enhance learning  
   - a. Establishes and maintains appropriate standards of behavior.  
   - b. Reinforces appropriate student behavior.  
   - c. Maintains the dignity of students.  
   - d. Monitors behavior in a subtle and preventative manner. |
| Comments: | |
| 6. Varies instructional strategies and materials to accommodate individual learners.  
   - a. Addresses the diverse needs of individual students and provides personal feedback.  
   - b. Provides relevant demonstrations, examples and guided practice.  
   - c. Maintains instruction momentum and uses class time effectively.  
   - d. Organizes instruction to include cooperative, student-directed groups. | | |
| Comments: | |
| 7. Motivates and actively engages learners  
   - a. Provides students with opportunities to participate.  
   - b. Uses procedures that establish learner(s) readiness.  
   - c. Relates content to student interests and experiences.  
   - d. Provides for student creativity and self-expression. | | |
| Comments: | |

**TOTAL SCORE:** (will be calculated online)
- Score of 35 & above: Recommended for Admission to Professional Internship/Preprofessional II
- Score of 30-34: Recommended conditionally for admission to Professional Internship/Preprofessional II
  (Admission is contingent upon the successful completion of an Incomplete Contract and Preprofessional Improvement Plan.)
- Score of 29 & below: Not Recommended for Admission to Professional Internship/Preprofessional II

**ADDITIONAL COMMENTS:** (All comments can be typed directly into the online assessment.)

Submit this assessment online at [www.kean.edu/~tpc](http://www.kean.edu/~tpc). Click on the Submit Online Assessment link. Locate the appropriate column for the person submitting this assessment – Cooperating Teacher or University Supervisor. Then click on the link that corresponds to this assessment to being the online submission process. Once you have submitted the assessment online, it is not necessary to return this paperwork to the Teaching Performance Center. A copy of the online assessment will be emailed to all parties.

**IMPORTANT REQUIREMENT:** A Preprofessional Field Experience Final Meeting Form showing both the supervisor and cooperating teacher final scores is required to be submitted to the TPC at the end of the semester. This form is part of the student’s permanent record.
Appendix G
TEACHING PERFORMANCE CENTER
Kean University – College of Education
215 Hennings Hall – Union, NJ 07082
908-737-3790/Fax: 908-737-3795
tpc@kean.edu

PREPROFESSIONAL FIELD EXPERIENCE - FINAL ASSESSMENT FORM
PERFORMANCE COMPETENCY ASSESSMENT

Directions: This form is to be completed at the final meeting between the field student, cooperating teacher and university supervisor. At this meeting, the cooperating teacher and university supervisor will discuss with the field student his/her performance as rated on the Preprofessional Field Experience Performance Competency Assessment Worksheet and then complete and sign this sheet. Once signed by all parties, this form is to be returned to the Teaching Performance Center no later than the one week after the end of the semester. After the meeting, both the cooperating teacher and university supervisor will submit the student’s formal assessment online.

Date: ___________________ Semester: ___________________

Student Name: ____________________________________________

Certification/Program: ______________________________________

Supervisor Name: __________________________________________

Cooperating Teacher Name: _________________________________

School District: ___________________________ School: __________

After observation, evaluation and discussion, it has been determined that the above named student has achieved the following scores and level of success for this field experience:

Supv Final Score: __________ Date assessment submitted online: __________
Coop Final Score: __________ Date assessment submitted online: __________

____ Recommended for admission to Professional Internship/Preprofessional II

____ Recommended conditionally for admission to Professional Internship/Preprofessional II
(Admission to the next level is contingent upon the successful completion of an Incomplete Contract and Preprofessional Improvement Plan.)

____ Not recommended for admission to Professional Internship/Preprofessional II

Student Signature: ________________________________

Supervisor Signature: ________________________________

Cooperating Teacher Signature: ________________________

O:\KEANDOCS\Assessments\Online Assessments\Final Meeting Form - Preprofessional.doc

81
Special Case in Field Experiences: Action Plan for Improvement

Level of Field Experience:  
- Introductory
- Preprofessional
- Professional Internship

Student Status:  
- Undergraduate
- Post-Baccalaureate
- Graduate

Program:  
- Bilingual
- Biology
- Chemistry
- Early Childhood
- Earth Science
- English
- Fine Arts
- Health/PE
- Mathematics
- Elem/Middle
- Social Studies
- Spanish
- Teacher of Std w/Dis
- Theatre
- Music
- Social Studies

Campus:  
- Union
- Kean@OCC

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. Semester:  
- Fall
- Spring

Year:  

Date:  

Field Experience Student:  

District & School:  

Supervisor:  

Cooperating Teacher:  

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

http://www.kean.edu/~tpc/forms/Special Case - online form.doc
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.
APPENDIX I

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 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 instructor 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 Field Experience a Special Case form, distributing copies to the field experience student, cooperating teacher and university supervisor/clinical instructor.

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### Field Experience Narrative Observation

<table>
<thead>
<tr>
<th>Student Status:</th>
<th>Professional</th>
<th>Preprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub/Gr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supv</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coop Tchr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Narrative Completed by:**
- Cooperator, Teacher
- University Supervisor

**Semester:**
- Fall
- Spring
- Summer
- Year ___

**Program:**
- Bilingual
- Early Childhood
- Educ of Deaf
- Elementary
- Elem/Middle
- Health/PE
- Spanish
- Tchr Std w/Disab
- Music
- Fine Art
- Science
- Theatre

Assess the student's progress by identifying the specific performance competencies listed on the reverse side:

**Skills/Knowledge/Dispositions**

**Strengths:**

**Concerns:**

**Specific/Alternative Suggestions:**

**Implementation of Suggestions from Previous Observations:**

**Date & Time of Next Visit**

**Student Signature**

**Cooperating Teacher Signature**

**Student Signature**

**Supervisor Signature**

Signature of the student & the cooperating teacher indicate that the observation record was discussed with and provided to each.

Revised 2/14
Descriptors of Performance Competencies

**KNOWLEDGE**

   - Uses standard English.
   - Pronounces words correctly and distinctly.
   - Supports verbal communication with nonverbal behavior.
   - Uses the voice to set a variety of moods.

2. Writes English and the language of instruction proficiently.
   - Uses an appropriate vocabulary in the language of instruction.
   - Writes clear directions, explanations and assignments.
   - Provides written material that is legible and grammatically correct.
   - Organizes and clearly expresses ideas in journal and Teacher Work Sample Portfolio entries, lesson plans, and other writings.

3. Demonstrates how knowledge of content is created and organized.
   - Identifies major concepts of content.
   - Presents accurate and timely information, stressing depth and breadth of content.
   - Integrates knowledge from various fields in selection of resources.
   - Assists students recognize the purpose and relevancy of content and activities.

4. Demonstrates knowledge of how P-12 students develop and learn.
   - Designs instruction appropriate for level of students/class.
   - Provides remedial or enrichment material/instruction when appropriate.
   - Sets realistic expectations for all students.
   - Demonstrates critical thinking and reflection by maintaining a journal and creating a Teacher Work Sample Portfolio.

5. Demonstrates knowledge of subject matter.
   - Engages students in the content matter specified in each curriculum content standard*.
   - Recognizes student progress in developing content proficiency.
   - Provides cross-content approaches to learning.
   - Aligns curriculum with curriculum content standards*.

**SKILLS**

6. Plans and implements instruction based upon knowledge of subject matter, students, and curriculum goals.
   - Promotes achievement of lesson objectives.
   - Designs lesson plans aligned with the curriculum content standards*.
   - Assesses and builds on concepts and skills previously learned.
   - Assists students in developing skills in accessing and interpreting information.

7. Varies instructional strategies and materials to accommodate individual learners.
   - Addresses the diverse needs of individual students and provides personal feedback.
   - Provides relevant demonstrations, examples and guided practice.
   - Maintains instructional momentum and uses class time effectively.
   - Organizes instruction to include cooperative, student-directed groups.

8. Motivates and actively engages learner(s).
   a. Provides students with opportunities to participate.
   b. Uses procedures that establish learner(s) readiness.
   c. Relates content to student interests and experiences.
   d. Provides for student creativity and self-expression.

9. Manages learner behavior to enhance learning.
   - Establishes and maintains appropriate standards of behavior.
   - Reinforces appropriate student behavior.
   - Maintains the dignity of students.
   - Uses nonverbal behavior to support verbal communication.

10. Assesses students' progress.
    - Analyzes student performance using multiple sources of data.
    - Maintains accurate records of students' work/progress.
    - Provides students with feedback and encourages self-assessment.
    - Employs formal and informal assessment techniques.

11. Utilizes technology and media.
    - Demonstrates knowledge of the instructional applications of technology & media.
    - Integrates a variety of media and technology into instruction.
    - Utilizes technology/media effectively and appropriately.
    - Relates technology use directly to the objective.

12. Fosters critical thinking skills.
    - Asks diverse types of questions stressing higher level thinking.
    - Provides opportunities to practice a variety of thinking skills.
    - Requires students to identify/clarify complex ideas or to synthesize knowledge.
    - Poses problems, dilemmas and issues which require evaluative thinking.

**DISPOSITIONS/VALUES**

13. Respects the diverse talents of learners, their cultural beliefs and values.
    - Demonstrates knowledge of the cultures within the school community.
    - Responds sensitively to differing abilities and cultural differences.
    - Accepts and responds to students in a non-defensive manner.
    - Respects individual learning styles.

14. Presents a professional classroom presence.
    - Complies with district standards for attendance, punctuality and dress.
    - Searches for new and better ways of teaching by soliciting suggestions from cooperating teacher and other professionals.
    - Shows initiative and self-direction.
    - Exhibits a professional and positive attitude of collegial support and cooperation.

15. Maintains a professional relationship with students, peers, parents, staff and administration.
    - Participates willingly in school-related meetings and activities.
    - Cooperates with members of the school community.
    - Interacts effectively with peers, parents, and community.
    - Accepts and meets administrative and professional responsibilities.

Italicized competencies are common to both the professional and preprofessional field experience assessment.

*Common Core State Standards, NJ Curriculum Content Standards, and NJ Professional Standards for Teachers

Revised 2/14
APPENDIX K
TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY - COLLEGE OF EDUCATION
HENNINGS HALL - UNION, NJ 07083
Phone (908) 737-3790/Fax (908) 737-3795
e-mail: tpc@kean.edu

Clinical Experience: Pre-Professional
First Visit Checklist

Name of Clinical Experience: Preprofessional Student

Name/Address of School

School Telephone

Name of Cooperating Teacher

Email: (Home Telephone for Supervisor Exchanged with Cooperating Teacher)

Name of Principal Principal’s Email

Name of Supervisor/Department Chair

Availability of Cooperating Teacher (Teacher’s Daily Schedule e.g., Prep Period/Duty Period)

Meeting: Cooperating Teacher, Clinical Experience: Pre-professional Student and Clinical Supervisor/Clinical Instructor

The first visit is for each party to get to know each other and to set expectations. It is suggested that the handbooks, Guide for Professional Laboratory Experiences be read. The first visit will be a general orientation for all concerned and will provide a basis for concerns that may arise and to establish points of clarification.

Planning

- The lesson plan for each class for each day the student teaches should be completed on the lesson plan form provided in Appendix X in the Clinical Practice Handbook II or on the form provided by the school/ supervisor.

- All lesson plans and other materials which the student distributes as part of the course should be kept in chronological order in large loose-leaf binder.

- A copy of all lesson plans must be available for the clinical supervisor/clinical instructor when he/she observes the student. The cooperating teacher and supervisor will refer to these plans while conducting the observation.
• The cooperating teacher must approve and sign all lesson plans.
• Journal entries are to be kept daily

Supervision

• The initial visit will be to establish expectations. The student’s Emergency Information/Policy Response Form will be collected at this time and forwarded to the TPC.
• All other visits will be for observational purposes.
• A minimum number of visits will occur dependent upon the student’s program. A Narrative Observation Form will be completed at each of these visits. One formal evaluation will be completed by the cooperating teacher and the clinical supervisor/clinical instructor at the end of the semester and at least one formal observation will occur prior to your evaluation.
• A post-conference will occur after each formal and informal review sessions and will be used to discuss your lesson in terms of:
  o What worked and why did it work?
  o What didn’t work and why?
  o What could be done differently?
These areas should also be discussed in your daily reflective journal entries. The purpose of the post-conference is to develop more effective techniques through recommendations and self-evaluation. Accepting constructive criticism in a positive way is the first step in becoming a more effective teacher.
• Time records should be kept.
• Problems should immediately be brought to the attention of the clinical supervisor/clinical instructor by the clinical experience: pre-professional student and/or cooperating teacher.

Student Schedule

• The student is to follow the cooperating teacher’s curriculum and time schedule.
• The student is to follow the school district’s calendar, not the university’s calendar.
• If the student must be absent from the field site, he/she must notify the cooperating teacher AND the clinical supervisor/clinical instructor.
• A student who is absent from the field, must make up the time. The cooperating teacher and the supervisor will decide how best to do this.

Timelines

• Review the handbook, A Guide for Professional Laboratory Experiences – Clinical Practice Handbook II prior to the first meeting.
• Review with the cooperating teacher school policies and procedures.
• By the end of the third week, the Pre-professional intern has:
  o Worked with individual students
  o Instructed small group activities of 3-5 students
  o Taught the entire class
• Sometime after the end of the fifth week, a formal observation with a post-conference will occur.
• No more than 10 days before the end of the semester, a formal observation and evaluation with a post-conference will occur.

This checklist is the basis of the first narrative observation report. A copy of this checklist must accompany the Narrative Observation Form and be signed by the clinical experience: pre-professional student and cooperating teacher, in addition to the clinical supervisor/clinical instructor.

Clinical Supervisor/Clinical Instructor Signature ___________________________ Date ____________

Clinical Experience: Pre-professional Student Signature ___________________________ Date ____________

Cooperating Teacher Signature ___________________________ Date ____________

Revised 8/1/17
APPENDIX I
TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY – COLLEGE OF EDUCATION
HENNINGS HALL 215 – UNION, NJ 07083
Phone: 908-737-3790/Fax: 908-737-3795
Email: tpc@kean.edu

Request for Professional Development Hours for Pre-Professional Mentoring

To receive a certificate for New Jersey Professional Development Hours, please complete the information below and mail to the Teaching Performance Center or return it to the student’s university supervisor by November 1 for the Fall semester, March 1 for the Spring semester, and May 31 for the summer semester.

Directions: To be completed by the Cooperating Teacher. Darken the ovals completely - Like this: o. Do not X or check √ the circle. All erasures must be complete.

Semester: O Fall O Spring O Summer Year _____ University Supervisor: _____________________________
O Mr. O Ms. Last Name _____________________________ First Name: _____________________________
Home Address: _________________________________________________________________ Email: _____________________________
City, St, Zip _____________________________ Telephone: _____________________________
Name of Kean Student: ___________________________________________________________
Your School & Address: __________________________________________________________
Name of Principal: _____________________________ Principal’s Email: _____________________________

Is this a Professional Development School (PDS) with Kean University?: O Yes O No

Will you share the mentoring responsibilities for this student with another teacher? O Yes O No

If yes, please indicate the teacher(s) name(s):

1. Age: O 20 or below O 21-30 O 31-40 O 41-50 O 51-60 O 61+
2. Certifications (fill in as many as apply) O P-3 O K-5 O 5-8 O K-12 Subject Area O Teacher of Students with Disabilities
3. Are you a Kean graduate? O Yes O No If yes, received: Undergraduate O Yes O No Graduate: O Yes O No
4. Degree (Fill in highest attained) O Bachelors O Masters O Doctorate
5. Ethnicity (Fill in one) O Asian O Black O Hispanic O Native American O White
6. Were you recommended or did you volunteer to mentor this student? (Fill in only one) O Recommended O Volunteered
7. What do you see as the mutual benefits of being a cooperating teacher? (Fill in all that apply)
   O Build leadership skills O Improvement in P-12 learning
   O Connection to a University O Increased confidence in my teaching
   O Assess and refine curriculum and instruction O Encourage collaboration and problem-solving
   O Lower student-teacher ratio O Meeting PDP requirements
   O Accrue professional development hours and/or honorarium O Passing along professional knowledge/skills
   O Self-reflection on teaching practices O Share commitment to your school community
   O Increased attention to individual students O Co-teaching opportunities

8. Does your union contract include provisions relating to mentoring? O Yes O No O Do not know

(PLEASE COMPLETE OTHER SIDE...)

O:\KEANDOCS\MISCOM\Prof Dev Hour Request - Preprofessional 2014 Revision.doc
Revised: 8/07/14
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9. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?  O Yes  O No

10. If yes to #9, please indicate:  O Technology  O Standards  O Instructional Strategies  O Classroom Assessment
    O Other (please list) ____________________________

11. Did you have preparation in co-teaching?  O Yes  O No

12. If yes to #11, please indicate where you received preparation:
    O School district workshop  O University Workshop  O Course  O Cooperating Teacher Institute

13. If no to #11, are you interested in a course/workshop in co-teaching or mentoring?  O Yes  O No

14. Your preference for a delivery method of mentoring:  O In-person  O On-line  O Hybrid

15. Which professional development areas listed below would assist you in mentoring future university interns?
    O Conducting observations  O Conference and coaching
    O Giving written feedback  O Communicating (with supervisor & student)
    O Modeling exemplary teaching  O Assessing and evaluating
    O Remediating low-performing interns  O Co-teaching models and strategies

16. Of the NJ Professional Standards for Teachers 2014 listed below, select three in which you believe our candidates need additional preparation:
    O Learner Development  O Planning for Instruction
    O Learning Differences  O Instructional Strategies
    O Learning Environment  O Professional Learning
    O Content Knowledge  O Leadership and Collaboration
    O Application of Content  O Ethical Practice
    O Assessment Literacy

Reference: NJAC: 9-3 (effective May 5, 2014)

17. Which of the following collaborative techniques do you use as a cooperating teacher?

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) General feedback (verbal)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b) Lesson plan feedback (verbal)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c) Lesson plan feedback (written)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d) Modeling instructional behaviors</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e) Co-teaching with student intern(s)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f) Opportunities for experimentation</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g) Written Observation(s) by another teacher(s)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h) E-mail exchanges with field experience student</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

18. Do you see yourself as a teacher educator?  O Yes  O No

19. Do you think the cooperating teacher’s performance should be assessed?  O Yes  O No

20. If yes to #19, by whom?  O University Students  O University Faculty  O Both

Comments about your mentoring experience: ____________________________________________________________

__________________________________________________________

Thank you for your input. The information you have provided will enable the Teaching Performance Center to better serve the cooperating teacher's needs and provide direction for the placement of our student teachers. All information will be kept confidential.

Please return this form to the address on other side or to the student's University supervisor. Certificates for Professional Development Hours will be mailed by April 1 for the Fall semester and by June 1 for the Spring semester.
### APPENDIX M

**KEAN UNIVERSITY**
College of Education

### PROFESSIONAL DEVELOPMENT HOUR CREDITS
**AVAILABLE TO COOPERATING TEACHERS**
(for mentoring of field experience students)

<table>
<thead>
<tr>
<th>Program</th>
<th>Time Requirements (in the classroom)</th>
<th>Clock Hours (approx.)</th>
<th>Professional Development Hours^a</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preprofessional Intern</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PreK - 3 days/wk; 3 1/2 hrs/day</td>
<td>157.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Kindergarten - 20 hours***</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>1 day/wk (6 hours)</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Secondary, ESL</td>
<td>1 day/wk (6 hours)</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of the Handicapped</td>
<td>45 hours per semester</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Technology Education</td>
<td>6 hours per week</td>
<td>90</td>
<td>3</td>
</tr>
</tbody>
</table>

| **Professional Internship**  |                                      |                       |                                  |
| Early Childhood              | 5 days/wk, 15 weeks                  | 450                   | 15                               |
| Elementary Education         | 5 days/wk, 15 weeks                  | 450                   | 15                               |
| Secondary, ESL               | 5 days/wk, 15 weeks                  | 450                   | 15                               |
| Fine Arts*                   | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Elementary                   | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Secondary                    | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Hearing Impaired             | 5 days/wk, 15 weeks                  | 450                   | 15                               |
| Health/Physical Education*   | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Elementary                   | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Secondary                    | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Music*                       | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Elementary                   | 5 days/wk, 7.5 weeks                 | 225                   | 7.5                              |
| Secondary                    | 5 days/wk, 7.5 weeks                 | 450                   | 15                               |
| Teacher of the Handicapped   | 5 days/wk, 15 weeks                  | 450                   | 7.5 or 15                        |
| Teacher of Students w/Disability | 5 days/wk, 15 weeks | 450 | 15 |
| Technology Education         | 5 days/wk, 15 weeks                  | 450                   | 15                               |

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*Two experiences required per semester.
**For university students who were required to perform field work in two separate locations
***Unsupervised

^Subject to change by NJ Dept. of Education

O:\pc\keandocs\coop\chrt\Professional Development Credits.xls

Feb-14
Dear Cooperating Teacher:

Thank you for agreeing to cooperate with the Early Childhood and Family Studies Department of Kean University in providing a preprofessional development experience for one of our students. During this time, the student should have the opportunity to observe twenty (20) hours in your classroom. This will provide a beginning experience in which he/she may apply understandings of the teaching/learning process for young children.

We feel fortunate to have schools and master teachers, such as yourself, willing to serve as a part of this professional team. Thank you for making your classroom available to an early childhood student for observation, hands-on experiences and professional supervision.

Please respond to the following:

The student teacher ______________________________________

(Name)

has participated in twenty (20) hours of classroom observation.

Cooperating Teacher's Name: ______________________________

Cooperating School: ______________________________

Comments regarding this student:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Cooperating Teacher Signature __________________________ Date ____________

Please return to: Early Childhood and Family Studies Department
Kean University,
1000 Morris Avenue,
Union, NJ 07083
Fax: 908-737-3788
APPENDIX Q

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: __________ Phone: __________
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

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Revised: 7/22/15

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APPENDIX P

TEACHING PERFORMANCE CENTER
Kean University
College of Education
215 Hennings Hall / Union, NJ 07083
908-737-3790 / Fax: 908-737-3795

POLICY RESPONSE FORM

DIRECTIONS: Please complete this form and return it to your Clinical Supervisor by the end of the first week of your field experience.

_Students who do not complete and return this form may be denied the opportunity to participate in their field experience._

Student Name _____________________________________________________________

Kean ID Number ___________________________________________________________________

Course Number __________________________________________________________________

Supervisor Name ____________________________________________________________

Semester ____________ Professional Internship _____ Pre-professional Experience ____

I have read my respective guide to Professional Laboratory Experience Handbooks I and II and the Teacher Work Sample Portfolio Handbook. I agree to abide by the policies and procedures of Kean University, the College of Education and the Teaching Performance Center. I also agree to abide by the policies and procedures of any school district throughout the clinical placement experience as well as complete the requirements of my field experience.

I have read Section X, Part B: _State of New Jersey Requirements for Educators – #3 Criminal History Background Check and #4 Disqualifying Offenses_ in my respective handbook and understand that if I have been convicted of or have any charges pending, as defined, that I will be denied the opportunity to participate in or complete my field work and, in most cases, will be denied a teaching certificate from the State of New Jersey.

I also understand that Kean University reserves the right to remove a candidate from his/her clinical experience placement at the district/agency’s request or by Kean University, College of Education administrative decision. I am aware that the clinical experience/professional internship or the preprofessional field experience may be repeated _only once_ provided all recommended interventions are met and that formal application to repeat the field experience must be made to the program advisor two months prior to the start of the requested semester.

__________________________________________________________________________

Student Signature

__________________________________________________________________________

Date

Clinical supervisors are to forward the original of this form to the Teaching Performance Center upon receipt.

O:\KEANDOCS\MISC\FORM\Policy Response Form.doc

Revised 7/28/15

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<table>
<thead>
<tr>
<th>COUNTY</th>
<th>NAME and TITLE</th>
<th>OFFICE MAILING ADDRESS</th>
<th>COUNTY</th>
<th>NAME and TITLE</th>
<th>OFFICE MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic</td>
<td>Dr. Richard Stepura Interim Executive Co. Superintendent 609-625-0004-fax # 609-625-6539 Lisa Willett, Secretarial Assistant</td>
<td>Atlantic County Office of Education 6260 Old Harding Highway Mays Landing, NJ 08330-1599</td>
<td>Middlesex</td>
<td>Dr. Laura Morana Interim Executive County Superintendent 732-249-2900-fax # 732-216-0683 Debbie Hudson, Sec. to ECS, Ext. 4324</td>
<td>Middlesex County Office of Education 1460 Livingston Ave. Building 400, 2nd Floor North Brunswick, NJ 08902</td>
</tr>
<tr>
<td>Bergen</td>
<td>Ms. Norah Peck Interim Executive Co. Superintendent 201-336-6875-fax # 201-336-6880 Irena Ariozine, Exec. Sec. to Sup.</td>
<td>Bergen County Office of Education One Bergen County Plaza 3rd Floor, Room 350 Hackensack, NJ 07601</td>
<td>Monmouth</td>
<td>Dr. Lester Richert Interim Executive County Superintendent 732-431-7810-fax #732-776-7237 Pat Schneider, Office Manager</td>
<td>Monmouth Co. Office of Education 4000 Keokuk Road Freehold, NJ 07728</td>
</tr>
<tr>
<td>Burlington</td>
<td>Mr. Todd Flora Interim Executive Co. Superintendent 609-265-5915-fax # 609-265-9022 Jackie Lotsey, Admin. Assistant</td>
<td>Burlington County Office of Education PO Box 6000 Mount Holly, NJ 08060 Office Location: 795 Woodland Road Westampton, NJ 08060</td>
<td>Morris</td>
<td>Mr. Roger Jinks Interim Executive County Superintendent 973-285-8332-fax # 973-285-8341 Shirley Stell, Office Mgr /Private Secretary</td>
<td>Morris County Office of Education PO Box 900 Morristown, NJ 07963-0900 Office Location: 38 Schuyler Place, 3rd Floor Morristown, NJ 07960</td>
</tr>
<tr>
<td>Camden</td>
<td>Dr. Lovell Pugh-Bassett Interim Executive Co. Superintendent 856-401-2400-fax # 856-401-2423 Rosa Rodriguez, Office Manager</td>
<td>Camden County Office of Education Jefferson Hall, 3rd floor PO Box 200, College Drive Blackwood, NJ 08012</td>
<td>Ocean</td>
<td>Mr. Todd Flora Interim Executive County Superintendent 732-929-2078-fax # 732-506-5336 Kathy Angrellella, Administrative Secretary</td>
<td>Ocean County Office of Education 212 Washington St. Toms River, NJ 08753</td>
</tr>
<tr>
<td>Cape May</td>
<td>Dr. Richard Stepura Interim Executive Co. Superintendent 609-645-1283-fax # 609-645-2094 Delia Duca, Asst to ECS</td>
<td>Cape May County Office of Education 4 Moore Road, DN 701 Cape May Court House, NJ 08210</td>
<td>Passaic</td>
<td>Mr. Robert Davis Interim Executive County Superintendent 973-569-2122-fax #973-751-0241 Mary Ellen Riga, Secretary to the ECS</td>
<td>Passaic County Office of Education 501 River Street Paterson, NJ 07524</td>
</tr>
<tr>
<td>Cumberland</td>
<td>Ms. Peggy Nicolosi Interim Executive Co. Superintendent 856-451-0211-fax # 856-455-9523 Samantha Ludwig, Confidential Secretary</td>
<td>Cumberland County Office of Education 43 Foyester Street Bridgeton, NJ 08302</td>
<td>Salem</td>
<td>Ms. Peggy Nicolosi Interim Executive Regional Superintendent 856-339-8611-fax # 856-935-6290 Joan Heil, Administrative Assistant</td>
<td>Salem County Office of Education 110 Fifth Street Salem, NJ 08079</td>
</tr>
<tr>
<td>Essex</td>
<td>Mr. Joseph Zarra Interim Executive Co. Superintendent 973-621-2769-fax #973-621-1663 Maria Meyler, Admin. Asst. to ECS</td>
<td>Essex County Office of Education Leroy Smith Public Safety Building 60 Nelson Place, 1st Floor South Newark, NJ 07102-1401</td>
<td>Somerset</td>
<td>Mr. Juan Torres Interim Executive County Superintendent 908-541-5700-fax # 908-722-6902 Connie Richardson, Business Manager</td>
<td>Somerset County Office of Education P.O. Box 3000 Somerville, NJ 08876 Office Location: 27 Warren Street Somerville, NJ 08876</td>
</tr>
<tr>
<td>Hunterdon</td>
<td>Mr. Juan Torres Interim Executive Co. Superintendent 908-788-1414-fax # 908-788-1457 Darlene Wene, Office Mgr/Admin. Asst.</td>
<td>Hunterdon County Office of Education PO Box 2900 Flemington, NJ 08822-2900 Office Location: 10 Court St., Flemington</td>
<td>Warren</td>
<td>Dr. Rosalie S. Lamonte Interim Executive County Superintendent 908-689-1497-fax # 908-689-1457 Samantha Grape, Office Manager</td>
<td>Warren County Office of Education 1501 Route 57 Washington, NJ 07882</td>
</tr>
</tbody>
</table>

Updated 3/20/16
APPENDIX R
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 Students: Graduate Student Services; Registrar’s Office
   Admin. Bldg., 1st FL; 908-737-3290
Eligibility: Teacher education candidates who have completed all coursework in preparation for their final semester of Clinical Internship (student teaching) who possess the following:

1. A minimum cumulative grade point average (cgpa) of 3.50
2. Praxis II official score reports that indicate the candidate was within 5% of the identified passing cut-off score required for their area of certification(s). *The 5% margin is available for review at http://www.nj.gov/education/educators/license/gpa.htm

*The New Jersey Department of Education flexibility rule is non-negotiable and is the only appeal that will be considered by the Dean to allow a candidate to complete their clinical internship.

Process: If you are in possession of a 3.5 cgpa or higher and have Praxis II score reports that indicate you are within in the 5% margin per the NJDOE Flexibility Rule, you must complete the following process to be considered for the Dean’s Appeal:

1. Email Dr. Stephanie McGowan at Stepha6m@kean.edu (copy Mrs. Maria DeVincentis at Mdevince@kean.edu and Mr. Ron Dowdell at Rdowdell@kean.edu) your name, student ID, major, area of certification, current cgpa and copies of your ETS Praxis II score reports. Please indicate in the subject line of your email “Praxis II Dean’s Appeal Request.”
2. You will receive an email confirmation that your request was received. A review of your official university transcripts and Praxis II score eligibility will be conducted. The TPC will be contacted to confirm that all field documentation has been submitted and that the candidate is in good standing regarding professional dispositions and clinical experiences.
3. You will be notified by email if you satisfy the criteria to be granted the appeal. The TPC will be copied on that communication to ensure that your placement can be secured.
and the Office of Certification will be notified that you will be utilizing the “NJDOE Flexibility Rule” to be issued licensure.

4. **For those who are approved**, please note that you will be responsible for the following materials to be provided to the Office of Certification to be eligible for licensure upon successful completion of all required Clinical Internship requirements:
   a. Submit an application for licensure to the Office of Certification (including all required payment(s)).
   b. Submit a signed, written statement, with the following information included: Full legal name, SSN, licensure being requested and the statement, “I would like to utilize the NJDOE Flexibility Rule for licensure issuance.”
   c. Submit copies of all Praxis II score reports needed for licensure issuance.
   d. Request an official sealed university transcript through the Registrar with your degree conferred demonstrating the minimum 3.5 cpga required by the NJDOE. (Please note that transcripts may take up to a month after graduation to be officially conferred and thus, it is the candidate’s responsibility to ensure that the sealed copy provided to the Office of Certification has all required relevant information. The NJDOE will not issue any licensure utilizing the Flexibility Rule without an official university transcript with the degree conferred. *Do not submit a “letter of completion” in lieu of this requirement.*) Once ALL documents are submitted to the Office of Certification, your request for licensure will be submitted to the NJDOE on your behalf.

Please contact Dr. Stephanie McGowan with any questions or clarification needed regarding this process at Steph6m@Kean.edu (copy Mrs. Maria DeVincentis at Mdevince@kean.edu and Mr. Ron Dowdell at Rdowdell@kean.edu).

**Please note that the Dean’s Appeal can NOT be utilized to satisfy the entry requirement into the College of Education. Candidates are required to submit evidence of passing Praxis Core scores or evidence of SAT/ACT/GRE scores in the following range for admission into the COE: [http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf](http://www.state.nj.us/education/educators/rpr/preparation/BasicSkillsExemptionCutScores.pdf)**

*(effective June, 2017)*
APPENDIX T
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/.

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.

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 tep@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.
## APPENDIX U

### 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 5002 5003 5004 5005</td>
<td>* 157 157 155 159</td>
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<tr>
<td>Bilingual/Elementary-Middle (K-6, K-6/5-8)</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts Subtest Mathematics Subtest Social Studies Subtest Science Subtest <strong>AND</strong> 5-8 Subject Matter Test</td>
<td>5001</td>
<td>* Subject Specific Subject Matter score</td>
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<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 5001</td>
<td>156 *</td>
</tr>
<tr>
<td>Early Childhood (P-3) (GR &amp; CT)</td>
<td>Early Childhood: Content Knowledge</td>
<td>5025</td>
<td>156</td>
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<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 5002 5003 5004 5005</td>
<td>* 157 157 155 159</td>
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<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 5047</td>
<td>* 164</td>
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<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 5169</td>
<td>* 165</td>
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<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 5089</td>
<td>* 158</td>
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<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 5440</td>
<td>* 150</td>
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<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 5195</td>
<td>* 168</td>
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</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>
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<tbody>
<tr>
<td>English (K-12)</td>
<td>English Language Arts: Content Knowledge</td>
<td>5038</td>
<td>167</td>
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<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 General Science: Content Knowledge AND</td>
<td>5235</td>
<td>152</td>
</tr>
<tr>
<td>Science, Chemistry (K-12)</td>
<td>Chemistry: Content Knowledge General Science: Content Knowledge AND</td>
<td>5245</td>
<td>152</td>
</tr>
<tr>
<td>Science, Earth Science (K-12)</td>
<td>Earth and Space Sciences: Content Knowledge General Science: Content Knowledge AND</td>
<td>5571</td>
<td>153</td>
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<tr>
<td>Social Studies (K-12)</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>157</td>
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<tr>
<td>Spanish (K-12)</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
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<td>Speech Arts and Theatre</td>
<td>Speech Communication: Content Knowledge Theatre</td>
<td>5221</td>
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<td>Speech Language Specialist</td>
<td>Speech Language Pathology</td>
<td>5331</td>
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<td>Teacher of Students w/Disabilities (TSD)</td>
<td>Please see below for more information</td>
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<tr>
<td>Theatre (K-12 Subject Area)</td>
<td>Theatre</td>
<td>5641</td>
<td>153</td>
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</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 Hemings 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
APPENDIX V

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/cec5

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://a-esl.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.cec.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.acte.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)
www.nsta.org

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.aacte.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

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International Reading Association (IRA)
www.reading.org

International Society for Technology in Education (ISTE)
www.iste.org

National Association for Music Education
www.nafme.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.njaceyc.org

New Jersey Education Association
www.njsea.org

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

EBOOKS

APPENDIX W

TEACHING PERFORMANCE CENTER
Kean University
College of Education
HENNINGS HALL 215 – Union, NJ 07083
908-737-3790/fax: 908-737-3795
e-mail: tpc@kean.edu

FAQ’s about Substitute Teaching

What are the benefits of my becoming a substitute teacher?

The most important benefit of becoming a substitute teacher is that you will be helping children and young people to continue their education in the absence of their regular teacher. All education majors are encouraged to obtain substitute certification. Substitute teaching will give you an opportunity to gain valuable experience at varying grade levels and in many different subject areas. A valid NJ Substitute Certificate is also an important bridge to obtaining a teaching position after graduation and prior to receiving the standard teaching license from the state.

Another benefit is that the current rate of pay for substitute teachers in most school districts may be as high as $100 per day. Some districts are even higher. Depending on the number of available substitute teachers, if you hold a valid substitute teaching certificate, you may be frequently asked to fill in for absent teachers. The more districts in which you apply to substitute teach, the more frequently you will be called.

Are there any other reasons to obtain a substitute certificate?

If you are planning to remain in the College of Education and seek your teacher certification, be advised that most school districts are now requiring field students to obtain and submit proof of a valid substitute certificate before they can begin field work.

Additionally, substitute certification may assist you in obtaining a teaching position in a school district while you are awaiting the processing and delivery of your state license. Substitute teaching in a school district also helps you “get your foot in the door.”

But I’m a full-time/part-time student and cannot work everyday. How can I substitute?

If you are available even one day a week, especially a Monday or Friday, school districts will be eager to employ you. When the college semester is over or preceding/following a holiday you can contact the district and indicate that you are available on a daily basis. Keep in mind that you always have the option to decline to substitute teach on a particular day.

Am I eligible to become a substitute teacher?

There are three major requirements:

- You must have earned a minimum of 60 college credits at Kean University or at any other accredited two- or four-year college/university. The credits do not have to be for education courses; they may be in any area.
All applicants must be fingerprinted and complete a criminal background check. You must not have been convicted of a felony.

You must have a current, negative Mantoux test. (A simple test for tuberculosis.)

How do I start the process to obtain a NJ substitute teacher certificate?

1. 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 (IDG_NJAPP_110113). Make sure the information on the top of the form is complete before trying to schedule an appointment.

Please be advised that effective May 1, 2014, only the newest version of the fingerprint form will be accepted at all NJ Enrollment Centers. This version, IDG_NJAPP_110113, is clearly marked in the lower right-hand corner of the Universal Fingerprint Form. Any applicant arriving to a scheduled appointment with a previous version of the form will be turned away and will only be eligible for a partial refund per the published refund policy on this website and on the Universal Fingerprint Form.

2. Schedule an appointment at the IdentoGo by Morphotrust USA web page

   www.bioapplicant.com/nj

To speak to a live operator, call 1-877-503-5981 between the hours of 8 a.m. and 5 p.m.

For more information about Criminal Background Checks please visit

   www.nj.gov/education/educators/crimhist
## APPENDIX X

### KEAN University Lesson Plan Template
(Fall 2017)

<table>
<thead>
<tr>
<th><strong>LESSON GOALS AND STANDARDS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Candidate</strong></td>
</tr>
<tr>
<td><strong>Subject/Content Area</strong></td>
</tr>
<tr>
<td><strong>Lesson Plan #</strong></td>
</tr>
<tr>
<td><strong>Central Focus</strong></td>
</tr>
<tr>
<td><strong>State/Content Specific Standards</strong></td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
</tr>
<tr>
<td><strong>Instructional Resources, Materials, and Technology</strong></td>
</tr>
<tr>
<td><strong>Language Function</strong></td>
</tr>
<tr>
<td><strong>Instructional Resources, Materials, and Technology</strong></td>
</tr>
<tr>
<td><strong>Language Demands</strong></td>
</tr>
<tr>
<td><strong>Prerequisite Skill/Prior Knowledge</strong></td>
</tr>
</tbody>
</table>

### LESSON PLAN IMPLEMENTATION

| **Lesson Specific Vocabulary** | What vocabulary will students be introduced to and/or review during this lesson? |
| **Common Errors and Misconceptions** | What are the common errors and/or misunderstandings that students might have related to the central focus, and how will you address them in this lesson? |
| **Instructional Strategies and Activities** | **Lesson Introduction** “Before:” Setting the stage, activating and building background knowledge; introductions and explanations |
| | How will you convey the overall importance of today’s lesson to students as readers/writers/learners/athletes/musicians? |
| | Describe your set induction or anticipatory set to pique students’ interest and/or curiosity regarding today’s topic. |
| | How will you activate and build upon students’ prior knowledge and experiences related to the central focus? |

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How will you **introduce and explain** the central focus and related strategies/skills?

**Learning Activities** "During:" Actively engaging students in meaning making, explicit steps of instruction, guided practice, checking for understanding

How will you **model** this strategy/skill for your students (exemplars and/or demonstrations)?

How will you provide opportunities for **guided practice**?

How will students **independently practice** using the strategy/skill?

What **planned supports** will you use for the whole class, individuals, and/or students with specific learning needs?

**Closure** - "After:" Restate main teaching points and clarify key points where needed, extending ideas, and checking for understanding

How will students **express or demonstrate** what they have learned in this lesson?

How will you **restate** and **clarify** key concepts?

How will you engage students in **self-reflection** on how the strategies/skills learned today can be useful to them as readers/writers/learners/athletes/musicians?

How will you provide students with opportunities to **expand ideas** beyond the scope of this lesson?

How will you **check for understanding**?

<table>
<thead>
<tr>
<th>Differentiation/Planned Universal Supports (Accommodations/Modifications)</th>
<th>What are the specific ways in which you will meet the needs of all of the learners in your classroom? <em>(Brief description only of modifications or accommodations to support related tasks/commentary i.e. as per IEP/504 plans)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consider the variety of learners in your class who may require different strategies/supports, accommodations/modifications to instruction, or assessment (i.e. English Language Learners, Gifted students needing greater support and challenge; Students with Individualized Education Programs (IEP) or 504 plans; Struggling readers; Underperforming students or those with gaps in academic knowledge)</td>
</tr>
<tr>
<td>Type of Assessment(s)</td>
<td>_ : Informal _ : Formal</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th><strong>(Please check either informal or formal)</strong></th>
<th>___: Informal  ___: Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description of Assessment(s)</strong></td>
<td>Describe the informal or formal assessments including administration of assessment and rationale; Be sure to include alignment with state and/or national academic content standards (CA), and lesson objectives</td>
</tr>
<tr>
<td><strong>Modifications to the assessment(s)</strong></td>
<td>Modifications to the assessment so that all students can demonstrate learning</td>
</tr>
<tr>
<td><strong>Evaluation Criteria</strong></td>
<td>What criteria will you use to measure student learning? (i.e. rubric); what evidence of student learning does your assessment provide?</td>
</tr>
<tr>
<td><strong>Feedback Given to Students</strong></td>
<td>Types of feedback you will provide students to support their progress (i.e. verbal, written; guided, modeled)</td>
</tr>
<tr>
<td><strong>Relevant Research, Learning Theories, and Best Practices</strong></td>
<td>Identify and cite relevant research, learning theories and best practices that support the approaches you have used throughout instruction and assessment</td>
</tr>
</tbody>
</table>

**Analysis of Student Learning, Reflections of Teaching, Tools for Future Planning and Instruction**

<table>
<thead>
<tr>
<th><strong>Overall Reflections of this Lesson</strong></th>
<th>What went well and why? What changes should be made to subsequent lessons to ensure student success?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Objectives Met (Rationale - Why/Why Not)</strong></td>
<td>What did your assessment data reveal with regard to meeting objectives, and how will you use this information to move forward to improve instruction and student understanding?</td>
</tr>
<tr>
<td><strong>Noted Difficulties or Challenges Students Experienced</strong></td>
<td>Did your assessment data reveal that any students had difficulty achieving the objectives? If so, how will you provide differentiated instruction for these students in the future?</td>
</tr>
<tr>
<td><strong>Follow-up Content (Based on prompt 1 above)</strong></td>
<td>What will you address in the next lesson?</td>
</tr>
</tbody>
</table>

**Reminder:** Attach any relevant instructional materials (i.e. handouts, activities, and assessments - including evaluation criteria)

*All lesson plans must be submitted to Pearson in a single word document

**Specific, Measurable, Attainable, Realistic, Time Bound (See attached addendum related to Smart Goals)

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Nomenclature (Proposed):
NJAC 6A:9A,9B and 9C

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 candidates 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 as 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 — as 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.