A Guide for Professional Laboratory Experiences

Clinical Practice Handbook III

Teaching Performance Center
College of Education
Kean University
Union, New Jersey 07083

2018

NCATE
The Standard of Excellence in Teacher Preparation
AY 2018
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TABLE OF CONTENTS

I. Purpose of Handbook .............................................................................................................. 1
II. Mission Statement: College of Education .............................................................................. 2
III. Performance Assessment: edTPA .......................................................................................... 3
IV. College of Education Learning Outcomes ......................................................................... 7
V. State Regulations for Teacher Education Programs .......................................................... 9
VI. Overview of Clinical Component at Kean University
   A. Overview .............................................................................................................................. 11
   B. Sequence of the Clinical Component: Time and Placement Requirements .................. 12
   C. Eligibility Requirements for the Clinical Experience ...................................................... 14
VII. Co-Teaching
   A. What is Co-teaching ........................................................................................................... 15
   B. Co-teaching Benefits and Advantages .............................................................................. 15
   C. Essential Elements for Successful Co-teaching ............................................................... 15
   D. Six Approaches to Co-teaching ....................................................................................... 16
   E. Co-teaching Basic Approaches ....................................................................................... 18
VIII. Clinical Practice Internship Experience
   A. Purpose of Clinical Practice Internship Experience ......................................................... 19
   B. Admission to Clinical Practice Internship Experience .................................................... 19
IX. Clinical Practice Internship Placements
   A. Clinical Practice Placement Policies, Practices, & Procedures ...................................... 23
   B. Priority Placements for Clinical Practice: Professional Development Schools (PDS) .... 25
   C. Selection and Qualifications of Cooperating Teachers .................................................. 26
   D. Placement Procedures ...................................................................................................... 26
X. Clinical Practice Internship Policies and Procedures
   A. Registration ........................................................................................................................ 28
   B. State of New Jersey Requirements for Educators
      1. Mantoux Test .................................................................................................................. 28
      2. Reporting Child Abuse .................................................................................................. 29
      3. Criminal History Background Check ............................................................................. 29
      4. Disqualifying Offenses ................................................................................................. 29
   C. Calendar and Schedule .................................................................................................... 30
   D. Attendance ........................................................................................................................ 30
   E. Reporting an Accident/Incident ...................................................................................... 31
   F. Accommodations Policy ................................................................................................. 31
   G. Snow or Inclement Weather ............................................................................................. 32
   H. Absence of Cooperating Teacher .................................................................................... 32
   I. Substitute Teaching .......................................................................................................... 32
   J. Strike Threatened at the Site of Field Experience ............................................................ 32
   K. Supervision ....................................................................................................................... 33
   L. Removal from Internship Placement ............................................................................... 33
   M. Leave of Absence: Medical or Personal Reasons ........................................................... 34
   N. Withdrawal from a Course ............................................................................................... 34
   O. Repeating Professional Internship .................................................................................. 34
   P. Extending Professional Internship .................................................................................. 35
   Q. Special Case Report: Problems and Concerns ................................................................. 36
   R. Assessment and Grading ................................................................................................. 37
XI. The Clinical Intern
   A. Responsibilities ................................................................................................................ 40
   B. Requirements
      1. Journal .......................................................................................................................... 41
      2. Lesson Plans .................................................................................................................. 42

O\KEANDOCS\HANDBOOK\Professional\Professional Internship Complete Handbook Fall AY2018.docx
3. Classroom Teaching ......................................................................................................................... 43
C. Time Frame for Induction into Classroom ...................................................................................... 43
D. Pacing Guide ..................................................................................................................................... 45
E. Basis for Final Assessment of a Clinical Intern ................................................................................. 46

XII. The Cooperating Teacher
A. Responsibilities ................................................................................................................................. 47
B. What Clinical Interns Appreciate ..................................................................................................... 49
C. Assessment ......................................................................................................................................... 49
D. Professional Development Hours & Honorarium .............................................................................. 50
E. What can I do when I see my student teacher struggling during a lesson? .............................. 50

XIII. The Clinical Supervisor/Clinical Instructor
A. Qualifications ..................................................................................................................................... 52
B. Responsibilities ................................................................................................................................. 52
C. Guidelines for Observation and Assessment ..................................................................................... 54

APPENDICES
A. Advisement: Professional Internship/Pre-professional Field Experience .................................. 57
B. College of Education/Teaching Performance Center Field Experience Policies ....................... 58
C. Professional Ethics ............................................................................................................................. 66
D. New Jersey Professional Standards for Teachers ............................................................................... 68
E. edTPA Handbook and NJ Certification Alignment ......................................................................... 81
F. Field Experience Narrative Observation ........................................................................................ 87
G. Professional Internship Performance Competency Assessment Worksheet ............................ 89
H. Professional Internship Mid/Final Meeting Form .......................................................................... 93
I. Special Case Report and Instructions .............................................................................................. 94
J. Initial Visit Checklist ......................................................................................................................... 96
K. University Supervisor/Clinical Instructor Assessment (Adjunct) ..................................................... 97
L. Field Experience Emergency Form ................................................................................................ 98
M. Policy Response Form ....................................................................................................................... 99
N. Nomination for Outstanding Clinical Intern and Instructions ...................................................... 100
O. Request for Honorarium and Professional Development Hours ................................................. 104
P. Professional Development Hour Credits ........................................................................................ 106
Q. County Offices of Education Directory ........................................................................................ 107
R. Praxis II Dean’s Appeal .................................................................................................................... 108
S. Praxis Test Information ...................................................................................................................... 110
T. Praxis Tests & Scores ........................................................................................................................ 112
U. How Will I Become Certified to Teach? .......................................................................................... 114
V. Educational Websites & Professional Organizations ..................................................................... 115
W. Kean University Lesson Plan Template ........................................................................................ 119
BB. Nomenclature (Proposed) ........................................................................................................... 122
I. PURPOSE OF HANDBOOK

Third in the series of three clinical experiences at Kean University, the clinical practice provides a full-time, five-day-a-week, supervised semester for instruction and personal reflection on the teacher's role in the classroom and in the school. Working under the daily supervision of a certified teacher, who has demonstrated the ability to improve student learning, the clinical intern instructs individual students and small groups as well as the entire class.

During the clinical internship semester, the university student is assessed daily and at least twice formally by the cooperating teacher and a minimum of eight (8) times by the clinical supervisor/clinical instructor.

A clinical intern is expected to assume gradual responsibility for the total, daily class instruction by the mid-point of the internship semester. S/he also is required to create and present plans for each lesson taught, maintain a journal reflecting his/her professional growth, complete and present a Teacher Work Sample portfolio, where permitted complete a 10 minute videotape, and confer regularly with his/her cooperating teacher and clinical supervisor/clinical instructor.

Policies and procedures included in this handbook originated with and were approved by university faculty and the faculty of Kean's partnership schools. Other policies are mandated for teacher certification by the New Jersey Department of Education, N.J.A.C. 6A.

This handbook has been developed to serve as a guide for clinical interns, their cooperating teachers, and clinical supervisors/clinical instructors. We dedicate it to the hundreds of cooperating teachers and administrators in the schools of New Jersey who continue to provide guidance and to model effective teaching strategies and educational values for future generations of educators.
II. MISSION STATEMENT: COLLEGE OF EDUCATION

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

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

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

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

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

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

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

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

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

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

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

The edTPA® Teaching Cycle is
Focused on Student Learning

[Diagram of the edTPA Teaching Cycle]

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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>
<th>15 Rubrics</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
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<td>Planning</td>
<td>Planning for Content Understandings</td>
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<td></td>
<td>Supporting Students’ Learning Needs</td>
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<tr>
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<td>Planning Assessment to Monitor Student Learning</td>
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<tr>
<td>Lesson plans, instructional materials, student assignments, assessments Planning commentary</td>
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</tr>
<tr>
<td>Instruction</td>
<td>Demonstrating a Positive and Engaging Learning Environment</td>
</tr>
<tr>
<td>Unedited video clips Instruction commentary</td>
<td>Engaging Students in Learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Deepening Learning During Instruction</td>
</tr>
<tr>
<td>Samples of student work</td>
<td>Subject-Specific Pedagogy</td>
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<tr>
<td>Summary of student learning Assessment commentary</td>
<td></td>
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<tr>
<td>Analysis of Teaching</td>
<td>Analyzing Student Learning</td>
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<tr>
<td>Planning commentary</td>
<td>Providing Feedback to Guide Learning</td>
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<tr>
<td>Instruction commentary</td>
<td>Supporting Students’ Use of Feedback</td>
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<td>Assessment commentary</td>
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<td>Academic Language</td>
<td>Using Knowledge of Students to Inform Planning</td>
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<td>Unedited video clips and/or student work samples Planning and assessment commentaries</td>
<td>Analyzing Teaching</td>
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<tr>
<td>Language</td>
<td>Using Assessment to Inform Instruction</td>
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<td>Identifying and Supporting Language Demands</td>
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<td>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 on-line 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, Follo180, 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>
<thead>
<tr>
<th>Early Childhood</th>
<th>Secondary English</th>
<th>Visual Art</th>
<th>English as an Additional Language</th>
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<tr>
<td>Elementary Literacy and Mathematics</td>
<td>Language Arts</td>
<td>Performing Arts</td>
<td>Family/Consumer Science</td>
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<td>Middle Childhood: English Language Arts</td>
<td>Secondary</td>
<td>Physical Education</td>
<td>Health Education</td>
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<tr>
<td>History/Social Studies</td>
<td>Mathematics</td>
<td>World Language</td>
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<td>Mathematics</td>
<td>Science</td>
<td>Agriculture</td>
<td>Literacy Specialist</td>
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<td>Science</td>
<td>Special Education</td>
<td>Business</td>
<td>Technology Specialist</td>
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<td>English as an Additional Language</td>
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<td>Specialist</td>
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* edTPA Subject-Specific Handbooks Are Available

**AACTE**

Stanford Center for Assessment, Learning, & Equity

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 Teacher Work Sample Portfolio is one way in which students demonstrate their achievements. 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
V. STATE REGULATIONS FOR TEACHER PREPARATION PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(i) School district cooperating teachers shall:

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

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

Over the course of the professional educational sequence at Kean University, students complete 14 semester hours in the field-based clinical component. The sequential experiences become increasingly complex and demanding as students continue through the program. Clinical experiences in schools/districts/ agencies 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 component in which students participate each semester. The clinical component is a collaborative effort, one that involves the clinical intern, the cooperating teacher, and the clinical supervisor/clinical instructor. These three individuals constitute the clinical practice team. While each member of the team has different responsibilities to carry out, the successful experience is truly the outcome of the cooperating teacher and clinical supervisor/clinical instructor nurturing and supporting the clinical intern.

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 placement 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>
</tr>
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<tbody>
<tr>
<td>Bilingual/Elementary K-6</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>Bilingual/Elementary K-6/5-8</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>
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<td>Early Childhood</td>
<td>EC 2800 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 1/2 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>Early Childhood M.A.</td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</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>Elementary K-6</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>Elementary K-6 &amp; Middle 5-8</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>Fine Art</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>Health &amp; Physical Education</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>K-12 Subject Areas: Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
<td>EMSE 2801 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3801 Content area classroom; gr 6-12</td>
<td>1 day per week; full semester</td>
<td>EMSE 4811 Content area classroom; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
</tbody>
</table>

*Preferred Placement*
## SEQUENCE OF THE CLINICAL COMPONENT: TIME AND PLACEMENT REQUIREMENT

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Pre-professional Placement(s)</th>
<th>Pre-professional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>3 Credits</td>
<td></td>
<td>2 Credits</td>
<td>MUS 4301</td>
<td>9 Credits</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 1/2 semester various settings; 1/2 semester min. 30 hours</td>
<td>SPED 3001 Regular ed preschool or K classroom</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-6</strong></td>
<td>SPED 2120 Full semester class 1/2 semester various settings; 1/2 semester min. 30 hours</td>
<td>SPED 3001 Regular ed elementary classroom; gr K(full day)-5</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr K(full day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-6/5-8</strong></td>
<td>SPED 2120 Full semester class 1/2 semester various settings; 1/2 semester min. 30 hours</td>
<td>SPED 3001 Content area, regular ed classroom, gr 6-8</td>
<td>1 day per week; full semester</td>
<td>SPED 4135 *Special education inclusion setting; gr K(full day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td><strong>Teacher of Students w/Disabilities K-12 Subject Area</strong></td>
<td>SPED 2120 Full semester class 1/2 semester various settings; 1/2 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>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-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 Content area classroom; gr 6-12</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>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>School Nurse</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>
<tr>
<td><strong>Speech Pathology</strong></td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Eligibility Requirements for the Clinical Practice

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

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

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req'd</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Courses(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>EMSE 3410</td>
<td>Min grades of B-required Satisfactory scores attained on written &amp; oral proficiency tests</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>EC 3300 &amp; EDUC 3400 (if not already taken as a prerequisite) &amp; EMSE 3903</td>
<td>Min grade of B-required</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 grades 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 3410</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>FA 3901</td>
</tr>
<tr>
<td>Fine Arts — Level II — UG/CERT* (FA 3903)</td>
<td>≥ 60</td>
<td>FA 3902 &amp; FA 3900 &amp; EDUC 3000</td>
<td>FA 5015</td>
<td>FA 5016</td>
</tr>
<tr>
<td>Fine Arts — Level I — GR (FA 3902)</td>
<td>NA</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts — Level II — GR (FA 3903)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/PE — Level I — UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2600</td>
<td>PED 3610</td>
<td>PED 3611</td>
</tr>
<tr>
<td>Health/PE — Level II — UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music — Level I — UG/CERT (MUS 3311)</td>
<td>≥ 60</td>
<td>MUS 2900</td>
<td>MUS 3310, MUS 3341 &amp; EDUC 3000</td>
<td>MUS 3320, EDUC 3401 &amp; EMSE 3903</td>
</tr>
<tr>
<td>Music — Level II — UG/CERT* (MUS 3321)</td>
<td>≥ 60</td>
<td>MUS 3311 &amp; MUS 3316 &amp; EDUC 3000</td>
<td>MUS 3320, EDUC 3401 &amp; EMSE 3903</td>
<td>MUS 3320, EDUC 3401 &amp; EMSE 3903</td>
</tr>
<tr>
<td>Secondary — UG/CERT* (EMSE 3801) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 65</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3401</td>
<td>EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EMSE 3903 (All programs)</td>
<td></td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities — UG/CERT (SPED 3001)</td>
<td>≥ 60</td>
<td>SPED 2120 &amp; 6 credits of Professional Education</td>
<td>SPED 3000</td>
<td></td>
</tr>
</tbody>
</table>

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 Courses(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3000 &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 4900</td>
<td>Min grade of B-required</td>
</tr>
<tr>
<td>Early Childhood — Graduate (EC 5555)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5100 &amp; EC 5230 &amp; EC 5275 &amp; EC 5320 &amp; EC 5500</td>
<td></td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>Elementary Ed — UG/CERT (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3802 &amp; EMSE 3123 &amp; EMSE 3140 &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>Elementary/Middle &amp; Elem./Mid. Bilingual — UG (EMSE 4800/4812)</td>
<td>≥ 95</td>
<td>EMSE 3802 &amp; EMSE 3123 &amp; EMSE 3140 &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>EMSE 4900</td>
<td></td>
</tr>
<tr>
<td>Instruction &amp; Curriculum — GR (EMSE 5564)</td>
<td>≥ 18</td>
<td>EMSE 5560 &amp; EMSE 5340 &amp; EMSE 5314 or EMSE 5315 &amp; EMSE 5323 &amp; EMSE 5330</td>
<td></td>
<td></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>FA 3903 &amp; FA 5016</td>
<td></td>
</tr>
<tr>
<td>Fine Arts — GR (FA 4991)</td>
<td>≥ 18</td>
<td>FA 3903 &amp; FA 5016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/PE — UG/CERT* (PED 4899)</td>
<td>≥ 95</td>
<td>PED 3691 &amp; PED 1500 &amp; PED 2500 &amp; PED 3811 &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 5561</td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>Secondary — UG/CERT (EMSE 4801/4811) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 95</td>
<td>EMSE 3801 &amp; EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EDUC 3401 (All programs)</td>
<td>EDUC 4000</td>
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</tr>
<tr>
<td>Teacher of Students w/Disabilities — UG/CERT (SPED 4135)</td>
<td>≥ 95</td>
<td>SPED 3001 &amp; all other professional education courses</td>
<td>SPED 4200 OR EDUC 4000 for K-12 candidates</td>
<td>Min grades of B-required</td>
</tr>
</tbody>
</table>
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 INTERNSHIP EXPERIENCE

A. Purpose of the Clinical Practice Internship Experience

The clinical practice internship is the third and final stage in the teacher preparation sequence; a stage that requires a student to spend one full semester of 15 or 16 weeks – everyday, all day - in an assigned school or agency. Clinical interns are expected to follow the same schedule as the cooperating teacher including attendance at appropriate professional activities.

Clinical Practices provide opportunities for teacher education students to acquire and exhibit an understanding of the instructing processes by means of gradual induction into increased instructional responsibilities. The clinical intern practices theories he/she has learned regarding daily lesson planning, classroom management, assessment, and the integration of technology into classroom practice. The clinical intern is required to instruct individual students and small groups of students as well as the whole class and to reflect on that instruction.

The clinical practice internship provides opportunities for working with linguistically and culturally diverse students and exceptional populations. A supervised professional internship experience prepares students to assume full-time, entry-level teaching responsibilities.

B. Admission to the Clinical Practice Internship Experience

Admission requirements for clinical interns 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 internship:

1. Undergraduate Students

   a. Formal acceptance into a school/program within the College of Education.

   b. A minimum of 95 credit/semester hours completed prior to the onset of the Clinical Practice: Internship.

   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. 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: Internship. 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 and the submission of a physician’s report.

   e. Successful completion of Clinical Experience: Introductory and Clinical Practice: Pre-professional. Undergraduate teacher education candidates seeking an initial certification at Kean University are required to complete successfully 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. Check with your individual program. 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 as determined by the program. Program requirements may supersede the above eligibility requirements. Please see “Eligibility Requirements for Clinical Practice” for both Clinical
Practice: Pre-professional and the Clinical Practice: Internship. Check with your program coordinator.

h. The College of Education requires that a professional internship student meet NJ Qualifying Score(s) for the respective Praxis Subject Assessments Test(s) for the teacher certification that he/she is seeking before he/she can participate in the clinical practice internship experience. Early Childhood candidates are required to meet NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Assessments Test (5001) effective 09/01/14 AND the Early Childhood Content Knowledge Test (5025 - effective 09/01/15). Elementary and Middle School candidates are required to meet NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Assessments test (5001) effective 09/01/14 AND the Middle School Content Knowledge exam for their academic area. Students in the Teacher of Students w/Disabilities (TSD) program must pass the Content Knowledge Test for their content area. TSD students seeking K-6/5-8 certification are required to meet the NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Assessments test (5001) effective 09/01/14 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(s) within the appropriate timeframe. Students must submit a copy of all pages of the student’s Examinee Score Report from ETS to the Teaching Performance Center by the stated deadlines (Fall: August 1, Spring: December 15) in order to participate in the professional internship.

i. A student seeking Bilingual Teacher Certification will be recommended for 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.

j. Increasingly school districts require substitute teacher certification. That certification mandates fingerprinting. This process is an intern’s total responsibility. An intern will not be accepted by these school districts without appropriate substitute certification.

2. Post Baccalaureate Certification Students (must be matriculated)

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

b. Cumulative GPA of 3.0 or above required for students admitted to Kean on or after September 1, 2012.

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 Clinical Practice: Internship.

d. 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.

e. 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: Internship. 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 and submission of a physician’s report.

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

g. The College of Education requires that a professional internship for post-baccalaureate student take and pass the respective Praxis Subject Assessments Test(s) for the teacher certification that he/she is seeking before he/she can participate in the clinical practice internship experience. Early Childhood Post-Baccalaureate candidates are required to pass only the Early Childhood Content Knowledge Test (5025 - effective 09/01/15). 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. Students are to submit a copy of all pages of the student’s Examinee Score Report from ETS to the Teaching Performance Center by the stated deadlines (Fall: August 1, Spring: December 15) in order to participate in the professional internship.

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.

i. Increasingly school districts require substitute teacher certification. That certification mandates fingerprinting. This process is an intern’s total responsibility. An intern will not be accepted by these school districts without the appropriate substitute certification.

3. Candidates at the Graduate (Advanced) Level

a. Formal acceptance into a program within the College of Education: Early Childhood, Elementary, Middle and Secondary Education; Fine Arts. Student in School Nursing and Speech Pathology seeking school assignments are placed by the TPC but are not required to meet the credit & Praxis Subject Assessments test(s) requirements at this time.

b. A minimum of 18 credit/semester hours of prerequisite courses.

c. Cumulative grade point average (GPA) of 3.0 or above.

d. 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: Internship. 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 and the submission of a physician’s report.

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 as determined by the program. Program requirements may supersede above eligibility requirements.
g. The College of Education requires that a professional internship graduate student meet NJ Qualifying Score(s) for the respective Praxis Subject Assessments Test(s) for the teacher certification that he/she is seeking before he/she can participate in the clinical practice internship. Early Childhood graduate candidates are required to pass only the Early Childhood Content Knowledge Test (5025) effective 09/01/15. Elementary and Middle School candidates are required to meet NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Assessments Test (5001) effective 09/01/14 AND the Middle School Content Knowledge exam for their academic area. It is the candidate’s responsibility to schedule and pass the appropriate Praxis Subject Assessments test within the appropriate timeframe. Students must submit a copy of all pages of the student’s Examinee Score Report from ETS to the Teaching Performance Center by the stated deadlines (Fall: August 1, Spring: December 15) in order to participate in the professional internship.

h. A student seeking Bilingual Teacher Certification will be recommended for field 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.

i. Increasingly school districts require substitute teacher certification. That certification mandates fingerprinting. This process is the intern’s total responsibility. An intern will not be accepted by a school district without appropriate substitute certification.
IX. CLINICAL PRACTICE INTERNSHIP PLACEMENTS

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 interns to those schools.

1. The College of Education priority placements for all students and all certifications will be at 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 intern.
   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 and consistent with the content and grade level of the certifications(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 is the responsibility of the Clinical Practice Intern.

2. The school district must possess the following qualities or resources:
   a. A sound and innovative curriculum which will offer teaching interns opportunities to develop and demonstrate initiative and resourcefulness as teachers.
   b. 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 interns.

3) A willingness to provide continuous supervision and weekly conferences to assist the clinical intern to develop professionally.

4) A willingness to evaluate the performance of the clinical intern 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.

3. Certain school districts have declared their resistance to the edTPA and are unwilling, not accepting clinical interns for internship placement. Please check TPC website, www.kean.edu/~tpc, after September 15, 2017 for an up-to-date listing.
B. **Priority Placements for Clinical Practice: Professional Development Schools (PDS)**

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 K-12 students. A PDS provides a clinical setting for pre-service education in which university students and K-12 faculty engage in professional development, receive intense supervision, promote and conduct inquiry that advances knowledge of schooling, foster parental involvement with the school, and strengthen the university-school collaboration.

**Professional Development School Sites**

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<thead>
<tr>
<th>Elementary School Sites</th>
<th>Middle School Sites</th>
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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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<td>Hillside: A.P. Morris Early Childhood Center</td>
<td>Linden: Soehl Middle School</td>
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<td>and George Washington and Hurden Looker</td>
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<td>Elementary Schools</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>
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<td>Rahway: Cleveland, Franklin, Madison and</td>
<td>Rahway: Rahway 7th &amp; 8th Grade Academy</td>
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<td>Roosevelt Elementary Schools</td>
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<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</td>
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<td>Schools</td>
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<td>Woodbridge: Matthew Jago Elementary School</td>
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**High School Sites**

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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 and Qualifications of Cooperating Teachers

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

1. Be Effective or Highly Effective on his/her 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 intern.

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 toward teaching and learning.

10. Have strong skills in collaborating effectively with teachers, colleagues, parents and other adults.

11. Be committed to the time and effort needed to serve as a mentor to a clinical intern.

12. Be willing and able to assist the clinical intern 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 intern regarding his/her effectiveness in preparing lessons, delivering instruction, and assessing P-12 students.

14. 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

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. Preferences will be given to placements where agreements exist with selected P-12 partner schools and agencies. Placements will be within the State of New Jersey and where there is an availability of university supervisors.

2. The faculty and staff of the College of Education endorse clinical placements in multicultural districts and inclusive 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 interns 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 12-13.)

4. Each student will be provided two opportunities to interview for a Clinical Practice internship. 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.
X. CLINICAL PRACTICE INTERNSHIP POLICIES & PROCEDURES

A. Registration

A student participating in a professional internship 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 internship.

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.

3. A student enrolled in a professional internship may register for only one additional course for the semester in which the professional internship is performed.

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 student teacher is not an employee of the school district where he/she completes the field experience; however, a district may require a student intern to provide assurance that he/she has not been convicted of any disqualifying offense. (See #4 below.)

Some local school districts, in order to ensure 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 seek a substitute teaching certificate as soon as they have earned 60 credits and 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, pre-professional 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 university faculty. This calendar will be included with general information distributed to the clinical practice component triad: the student, the cooperating teacher, and the clinical supervisor/clinical instructor.

2. A clinical intern 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. (See page 9.)

3. The field student shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher. A clinical intern is expected to be under supervision at all times and is not to be left alone in the classroom with students. (See page 6.)

4. A clinical intern will follow the calendar of the school to which he/she is assigned and only observe those vacations and holidays.

D. Attendance

1. A clinical intern 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 also in order to arrive at the designated time.

   The clinical intern 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 intern can make up the work.

   If a clinical intern has children, their childcare and/or transportation to and from their schools during the internship is the student’s responsibility. The pre-service 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 intern 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 intern 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 intern will not participate in any employment, activity, or university functions which interfere with the responsibilities and requirements of the professional 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/KU/offices/health-service

Insurance Requirements for Students: The Federal Patient Protection and Affordability Care Act (PPACA) requires that all citizens must maintain insurance coverage. Therefore, it is expected that all students enrolled at Kean University will be covered by and will maintain a health insurance plan.

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

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

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

F. Accommodations Policy

Kean University will make reasonable accommodations for persons with documented disabilities, who are registered with the Office of Disability Services. Students need to contact the Office of Disability Services, the 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.

The student should become familiar with the school/district's notification procedures for closing. On days when the weather is questionable, the clinical intern should check the district's website and/or listen to the local radio station to find out about school closings. Please do not call the school for the information. Announcements are generally available on the web, 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 and mentoring functions, the clinical intern will 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. The teacher candidate shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

I. Substitute Teaching

Kean University does not permit a student to be used as a substitute teacher while completing his/her professional internship. When a cooperating teacher is absent, it is expected that the school or district will hire a substitute teacher. A clinical intern is not to be left alone in the classroom with students.

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 NJ State Substitute Certificate, while providing proof of a clean criminal background history, is also an important bridge to obtaining a teaching position after graduation and prior to receiving the standard teaching license from the state. A student may substitute teach only on the days he/she is not assigned to student teach, 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 intern is assigned is subject to any serious conflict or dispute between the teachers' association and the Board of Education, the professional intern should occupy a position of neutrality, which means:

1. The situation that affects the clinical internship is to be reported to the university supervisor and the Teaching Performance Center, Hennings Hall 215, (508) 737-3790.

2. The clinical intern is not to cross a picket line or participate in a job action.
K. Supervision

1. The clinical internship 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. There will be a minimum of eight on-site observations. The edTPA requires a videotaped submission directly to Pearson. See pages 3-6 of this handbook.
   a) Formal observation reports that are to be completed, signed and submitted include a minimum of six narrative reports, one midterm evaluation, and one final evaluation.
   b) For a two-part professional internship experience the following is suggested:
      1st half - observation reports to be completed, signed and submitted include a minimum three narrative reports, one midterm evaluation, and one final evaluation.
      2nd half - observation reports to be completed, signed and submitted include a minimum of three narrative reports, one midterm evaluation, and one final evaluation.
   c) A clinical supervisor/clinical instructor is expected to spend a minimum of fifteen (15) contact hours supervising/observing/mentoring a clinical intern each semester.
   d) Supervisory reports are to be submitted either by electronic transfer or in paper form.

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

L. Removal from Internship Placement

1. Removal from a clinical practice internship 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 internship 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 internship and/or its co-requisite(s) remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the university course bulletin. A refund determination by the Registrar 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 the clinical practice 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 program of Kean University College of Education 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. A student may also email, from his/her Kean Google account, his/her 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 Professional Internship

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

2. Application to repeat one clinical practice course (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” or “NC”.

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34
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 program of the College of Education 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; and/or departmental designee, two (2) representatives of the public schools (either principal or teacher), the clinical supervisor/clinical instructor of record, a representative of the COE dean’s office, and one or more representatives. 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.

6. A clinical intern who is repeating a professional internship 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 a clinical instructor who has been assigned to that particular site.

P. Extending Professional Internship

In certain instances when a candidate’s successful completion of the internship is in jeopardy and when it is judged that an additional guided experience can be beneficial, the Director of the Teaching Performance Center (TPC), at the recommendation of the clinical supervisor/clinical instructor, will form a committee consisting of the director of the TPC, 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 internship, a repeat of the entire internship, or a complete removal from the internship process.

If a candidate is unable to progress according to the suggested schedule in Section XI(C) because of justified excessive absences or the cooperating teacher is not able to allow the candidate to take over the class and teach full-time for at least seven (7) weeks, the committee will convene and determine how long the internship should be extended. If the internship is to be extended, a Special Case Report 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 internship 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 intern requires additional specialized instruction and practice, or (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 is also to 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 professional internship 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 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 intern:

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

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

5. 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 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 is held with the student, the cooperating teacher and the clinical supervisor/clinical instructor. A Special Case Report (Appendix I) is to be 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 by 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 intern’s placement.)

7. Options available at this point would include:
   a. removal from placement;
   b. creation of a plan for remediation/intervention to be completed prior to a second placement;
   c. reapplication for placement in a subsequent semester;
   d. assignment of a grade of Unsatisfactory;
   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 intern 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 intern. 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
The clinical intern is assessed on an ongoing basis with both formative and summative evaluation instruments. The initial conference with the intern, cooperating teacher, and clinical supervisor/clinical instructor is to be held prior to observing the intern instructing students.

A minimum of eight (8) reports are to be completed by the clinical supervisor/clinical instructor. Six (6) narrative reports (including First Visit Checklist), one (1) mid-experience, and one (1) final assessment report constitute the eight reports. Please see Appendix F for a sample narrative report and Appendix G for a sample assessment form. The same assessment report form is used for the mid and final reports. Internship assessments are to be submitted online.

The edTPA Performance Assessment also requires a videotape to evaluate the intern.

Frequency of Assessments

a. **Single Experience**
The clinical intern is observed by a clinical supervisor/clinical instructor a minimum of eight (8) times during the semester completing a narrative or formative report for six (6) observations (including First Visit Checklist). A mid-term and a final performance competency form or summative report is completed by the cooperating teacher and the clinical supervisor/clinical instructor, for a total of two (2) each. The cooperating teacher will evaluate the intern over the course of the semester using the student’s national program standards and complete one (1) Supplemental Program Assessment.

b. **Double Experience**
Program majors in Health/Physical Education, Music, and Fine Arts are required to participate in two (2) separate and distinct field experiences during their clinical internship. The clinical intern will be observed and supervisory reports completed for each of the two (2) experiences. A mid-term and final performance competency assessment for each of the two (2) experiences are to be completed by the cooperating teacher and clinical supervisor/clinical instructor. In addition, three (3) narrative observation reports for each of the two experiences are to be completed and filed with the Teaching Performance Center. The cooperating teacher for each clinical practice experience will evaluate the intern and complete one (1) Supplemental Program Assessment.
c. Assessment Summary

<table>
<thead>
<tr>
<th>Clinical Supervisor/ Clinical Instructor</th>
<th>SINGLE EXPERIENCE</th>
<th>DOUBLE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6 narrative observation forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(includes First Visit Checklist)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-2 online performance competency</td>
<td></td>
<td></td>
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<tr>
<td>assessment forms (mid &amp; final)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Mid &amp; final meeting forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Special Case Report (as needed)</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher</th>
<th>SINGLE EXPERIENCE</th>
<th>DOUBLE EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2 online performance competency assessment forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-1 online Supplemental Program Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Special Case Report (as needed)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

-4 online performance competency assessment forms (2 from each experience)
-2 online Supplemental Program Assessments (1 from each experience)
-Special Case Report (as needed)

Detailed descriptions of the assessment procedures are found in Section XII for the cooperating teacher and in Section XIII for the clinical supervisor/clinical instructor.

When mid and final assessments are submitted online, the clinical supervisor/clinical instructor is to submit to the Teaching Performance Center Mid/Final Meeting forms indicating the intern's scores and signatures of all parties. The completed Final Meeting form is required validation for filing of a candidate's certification documents.

2. Grading

A. A grade of "S" or "CG" is granted upon successful completion of all requirements. Traditional letter grades are not awarded for the clinical internship and the grade is not figured in the intern's GPA.

a. Undergraduate and Post Baccalaureate interns earn the following grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Certification Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory Performance</td>
<td>Recommended for certification</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory performance</td>
<td>Not recommended for certification</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete</td>
<td>(See Undergraduate Catalog online.)</td>
</tr>
</tbody>
</table>
b. Graduate interns earn the following grades for field experience:

For Satisfactory Performance:
   CG – Credit Given  Recommended for certification

For Unsatisfactory Performance
   NG – No Credit Given  Not recommended for certification

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

a. Withdraw from the professional internship 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 Clinical Practice report must be on file in the Teaching Performance Center as one documentation of unsatisfactory performance. See Appendix N for a sample of this report.

c. An Incomplete signifying an opportunity to continue the internship into a second semester.

C. The clinical supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the clinical intern and the assignment of the grade. The candidate’s grade must be entered on Kean Wise.
XI. THE CLINICAL INTERN

One expectation for each clinical intern is that an interview at the placement district/agency/school will be held well before the onset of the semester of clinical practice. During this time the university student is reminded to make a note of the principal’s name as well as that of the contact person and telephone number and email address to contact if he/she is late or absent.

The first few days of clinical practice internship are extremely important, for they set the tone for the entire experience. While orientation to the school and community may continue throughout the semester, most orientations take place the first week.

A. Responsibilities

The pre-service teacher plays the central role in the clinical practice internship semester. Consequently, it is essential that the intern approaches this experience with an understanding of the basic program and the responsibilities to be met. The clinical intern, the cooperating teacher, and the clinical supervisor/clinical instructor assume certain responsibilities. Please refer to the information regarding those responsibilities in the appropriate sections of this handbook.

The following is a list of basic responsibilities for the clinical intern during the semester of the internship. The clinical intern:

1. presents negative test results for the Mantoux (Tuberculin) Test to the school nurse before the first day of the experience, the results of which 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 (including chest x-ray and medical evaluation) by submitting a physician’s report.

2. follows the school and district’s calendar. The intern is to report on the first day of school according to the semester of the assignment. The university assigns the last day of professional internship. The Clinical Intern Calendar for the semester identifies specific dates of importance to each intern.

3. is expected to be in attendance every day, all day for the fifteen or sixteen weeks of the clinical internship. If illness prevents a student from attending, the intern is to notify the school as early as possible and make arrangements for lesson plans and materials. The clinical supervisor/clinical instructor is to be made aware immediately that a clinical intern is not in attendance.

4. dresses according to the professional standards established by the clinical supervisor/clinical intern and/or teacher(s) with whom the clinical intern work. Jeans are not appropriate for most teaching situations.

5. behaves respectfully and professionally in his/her relationships with students, faculty, non-teaching staff, parents, and administrators.

6. becomes acquainted with other school staff members such as teachers, administrators, nurses, librarians, secretaries, and custodians and administrators acquainted within the first two weeks.

7. plans to arrive at school early and stay late and to notify the school and the clinical supervisor/clinical instructor of an impending late arrival.
8. observes as many different teaching situations as possible. For example, the intern plans to observe an English as a Second Language (ESL) class, a Gifted and Talented (G and T) class, and at least one inclusion class, participating in duties and assignments as requested/assigned by administration or cooperating teacher.

9. participates in after-school student activities/programs along with the cooperating teacher.

10. obtains a map of the school district and a school calendar for his/her personal use, as well as for his/her clinical supervisor/clinical instructor.

11. becomes familiar with district policies and regulations regarding accidents, discipline, fire drills, school closings, lockdowns, drug and other substance abuse, child abuse and sexual harassment.

12. attends faculty meetings, professional development sessions, school board meetings, PTA meetings, and other instructional and professional activities.

13. attends university scheduled clinical practice internship workshops and/or seminars.

14. prepares a daily and semester schedule for the clinical supervisor/clinical instructor.

15. discusses with the cooperating teacher the classroom management and discipline procedures that the cooperating teacher would wish him/her to use.

16. limits outside employment during the period of clinical practice internship, making every effort not to permit personal needs and obligations, or other university courses or activities to take precedence over his/her internship responsibilities. A student is not to leave early or to be absent from his/her cooperating school to engage in a university course or employment.

17. resolves conflicts between clinical practice internship obligations and other activities with the clinical supervisor/clinical instructor and cooperating teacher.

18. limits registration to one course in addition to the clinical internship.


20. is under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

B. Requirements

Underlying the teacher preparation program at Kean University is the goal that the clinical intern becomes an informed, dynamic professional. This means that the faculty and staff are committed to the preparation of educators who will be creative, innovative and inquiring educational leaders in the settings in which they will work. Teachers engage in a wide array of decision-making activities, and we believe that reflective practice and ongoing teacher inquiry are ways in which a teacher’s knowledge, skills, and dispositions can be strengthened and improved.

There are five requirements of the clinical practice internship semester:

1. the maintenance of a daily reflective journal to be reviewed by clinical supervisor/clinical instructor;

2. preparation of daily lesson plans;

3. completion and analysis of videotaped lesson;
4. instruction and assessment of K-12 students; plan, implement and be observed teaching at least one (1) computer-aided lesson during the professional internship;

5. completion and submission of a NJ DOE approved performance assessment (edTPA).

1. **Journal (Required)**

Keeping a reflective journal of the events and experiences occurring during the clinical practice internship is a course requirement. The journal is an ongoing narrative in which daily entries reflect the clinical intern’s increased awareness and development of:

   a. Growth in understanding of an intern’s professional and personal needs, i.e., areas in which additional training is necessary, such as questioning, summarizing, or transitioning between instructional strategies.

   b. Relationships with students, cooperating teacher and building personnel, i.e., communicating, responding, valuing of others.

   c. Development of instructional skills, i.e., specific skills you have learned and strengthened through classroom application, as well as the identification of areas in need such as planning or assessing.

   d. Flexibility in dealing with daily occurrences, e.g., strategies for handling students who arrive late to class or positive reinforcement of student behavior.

   e. Recognition and use of K-12 student interests, responses and questions, i.e., relevancy of subject or topics to K-12 students’ lives or integrating student interest.

   f. Understanding the role of the teacher in the school and community.

   g. Recognition and application of educational theories and principles related to such topics as instructional intelligences or questioning techniques.

   h. Creation of instructional opportunities adaptable to diverse learners, e.g., planning with teacher of the handicapped for a student with special needs.

   i. Contextual factors that shape the nature and diversity of the community, district and the classroom.

The clinical supervisor/clinical instructor will instruct the clinical intern as to how often the journal entries are to be submitted and reviewed and in what form, electronically, via email, etc.

2. **Lesson Plans (Required)**

Units, lessons, activities, experiences, techniques, plans and strategies are terms that are used every day in a classroom to identify some aspect of the planning-to-teach process. Teachers plan in order to introduce, reinforce, clarify, assist, organize, and better communicate with their students. See Appendix W for 2017 updated lesson plan format.

During the clinical practice internship, each clinical intern will be responsible for both daily and unit planning. Initially, a student will plan with greater detail so that the plans will provide support in the lessons which will be taught. Interns are also expected to demonstrate
their competency planning for students who need special consideration: students with special needs, ESL, and students who have prior knowledge of the material before the lesson begins. As more instructional responsibilities are added and assumed and the clinical intern becomes more experienced, the student and the cooperating teacher, after consulting with the clinical supervisor/clinical instructor, may decide that plans may become less detailed. See Appendix W for 2017 updated lesson plan format.

A clinical intern is responsible for submitting a plan for each lesson that is to be taught. The lesson plan is to be signed by the cooperating teacher before the lesson is implemented. Each clinical supervisor/clinical instructor will review a lesson plan and observe a lesson that incorporates the use of computer technology, software, and/or media. See Appendix W for 2017 updated lesson plan.

3. **Classroom Teaching (Required)**

The clinical intern will be prepared to interact with students on the first day of the clinical practice internship. He/she may work with small groups and individual student instruction. For the duration of the placement the clinical intern will assume major responsibility for planning, instruction, and assessment.

a. The clinical intern is required to teach in all content areas and work with all ability levels during the course of the full semester experience. The intern is required to teach full time/day continuing through the full semester. (See Clinical Practice Calendar for the last day of the semester.)

b. The clinical intern is required to prepare written lesson plans daily which are to be made available for examination, comment, and approval by the cooperating teacher and the clinical supervisor/clinical instructor. Foundational to lesson planning is the incorporation of the NJCCC Standards (2011). Plans are to be organized in chronological order and filed in a folder or ring binder.

c. The clinical intern is required to prepare and implement at least one (1) lesson incorporating computer-aided instructional strategies during the clinical practice internship. This lesson is to be observed and documented by the clinical supervisor/clinical instructor.

C. **Time Frame for Induction into Classroom**

This is a recommended plan for using the co-teaching method with a student intern during the semester. This plan serves as a working model for a calendar, which should be discussed and developed collaboratively by the cooperating teacher, clinical supervisor/clinical instructor and clinical intern.

**Week 1**

**Observation:** Time spent in the classroom the first week will be in becoming acclimated to the culture of the school and the classroom. It's a time for building rapport with your cooperating teacher. Learn the names of the students, school personnel, and become familiar with existing classroom management. Visiting other classrooms on the same grade or content level as well as those above and below the grade level as well as ESL/Bilingual and inclusion classrooms is highly recommended.

**Participation:** Begin to assume routine classroom duties, e.g., homeroom supervision, opening activities, attendance, and lunch count; assist teacher in gathering instructional materials; work with students on a one-
to-one basis. Implement co-teaching process, *One Teach, One Assist*, circulating through the room providing unobtrusive assistance as needed (pp. 15-18).

**Planning**: Review and discuss lesson plans developed by the cooperating teacher. Decide on a topic for the unit(s), edTPA.

**Assessing**: Discuss daily instructional program and particular happenings during each day. Make daily entries in the journal.

**Week 2 and 3**
**Observation**: Observe the cooperating teacher (*One Teach, One Observe*), record data of observations on student behavior during a lesson or on teaching strategies used by the cooperating teacher.

**Participation**: Continue and increase your instructional practice and supplemental non-teaching activities.

**Planning**: Continue Teacher Work Sample and daily lesson plans.

**Instructing**: Plan and co-teach short lessons throughout the day. Assist with individual students while cooperating teacher teaches (*One Teach, One Assist*).

**Assessing**: Continue daily informal conferences and planning sessions and one formal conference a week with your cooperating teacher. Anticipate a visit by clinical supervisor/clinical instructor. Continue entries in the journal.

**Week 4**
**Observation**: Continue observation format using co-teaching process, *One Teach, One Observe*, or observe cooperating teacher using new teaching approaches and strategies.

**Planning**: Plan with cooperating teacher to co-teach most of the day, using any of the six co-teaching approaches. Continue to work on edTPA.

**Instructing**: Co-teach most of the day using agreed upon co-teaching models.

**Assessing**: Continue daily informal conferences and one formal conference a week with your cooperating teacher. Analyze daily formative assessments and data collected during observations. Continue your journal entries.

**Weeks 5-11**
**Planning**: Plan with cooperating teacher for teaching or co-teaching all classes. Assume responsibility in planning lessons that will be taught independently.

**Instructing**: Assume shared responsibility for all lessons in the classroom. Try to use as many additional co-teaching approaches as you and your cooperating teacher feel meet the needs of the students in the class: *Station Teaching, Parallel Teaching, Alternative Teaching, Teaming*. Change roles as you experiment with each co-teaching model. Teach your edTPA unit, finish and refine it by the eighth week of the semester.

**Assessing**: Meet with cooperating teacher informally each day to review and evaluate formative and summative assessment data taken during lessons. Continue one formal conference a week with your cooperating teacher. Continue your journal entries.
Weeks 12-13
Participation: Independent teaching of lessons is replaced with co-teaching all lessons. Continue with all routine classroom duties.

Planning: Plan with cooperating teacher for the co-teaching of all lessons.

Instructing: Co-teach all lessons, using as many co-teaching approaches as you and your cooperating teacher feel meet the needs of the students.

Assessing: Continue daily informal and formal weekly conferences. Continue journal entries.

Weeks 14-15/16
Participation: Continue with routine classroom duties.

Observing: Take time to observe other classrooms in the building at multiple levels and in other content areas as applicable. Continue to use One Teach, One Assist when not using other co-teaching approaches.

Planning: Tie up all loose ends (i.e., teaching of units, recording of grades and other record keeping, returning of textbooks and other instructional materials).

Instructing: Co-teach reduced number of lessons each day.

Assessing: Complete disposition assessment of the clinical intern by cooperating teacher and clinical supervisor/clinical instructor. Continue journal entries. Complete and submit Assessment of Clinical Supervisor or Clinical Instructor form.

D. Pacing Guide

<table>
<thead>
<tr>
<th>Planning and orientation to school and classroom culture</th>
<th>Observe cooperating teacher</th>
<th>Plan and co-teach most of the day</th>
<th>Plan and co-teach throughout the day</th>
<th>Use designated time for independent teaching with cooperating teacher observing</th>
<th>Plan and co-teach throughout the day</th>
<th>Reduce co-teaching, as a way to &quot;return&quot; class back to the cooperating teacher</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Observe cooperating teacher</td>
<td>Plan and co-teach most of the day</td>
<td>Observe co-teacher using new approaches; strategies</td>
<td>Plan and co-teach throughout the day</td>
<td>Use designated time for independent teaching with cooperating teacher observing</td>
<td>Plan and co-teach throughout the day</td>
<td>Reduce co-teaching, as a way to &quot;return&quot; class back to the cooperating teacher</td>
</tr>
</tbody>
</table>

This guide shows a semester progression that allows for initial observation and "orientation," so that the two partners can develop a relationship, the clinical intern can become familiar with the curriculum and the student population, and, as a novice teacher, receive feedback on basic teaching strategies. The clinical intern and cooperating teacher then increase co-planning and co-teaching tasks as they move toward working as instructional partners, while also establishing some independent teaching time for the student co-teacher to satisfy university evaluation needs. Ultimately, the co-teachers will share the leadership related to instructional responsibilities. The guide also illustrates that as the semester draws down, the intern co-teacher relinquishes co-teaching tasks to shift the classroom back to the singular management of the classroom teacher.

-adapted from http://faculty.virginia.edu/coteaching/index.html
E. Basis for Final Assessment of a Clinical Intern

One purpose of evaluation is to determine readiness of the clinical intern to be recommended for New Jersey Teacher Certification. The assessment process includes information from two sources: 1) the cooperating teacher and 2) the clinical supervisor/clinical instructor.

The cooperating teacher completes online two (2) formal written assessments of the clinical intern’s progress: the mid experience and final assessment. See Appendix I for a sample. (The same report form is used for the mid and final report). Although this information will not be part of the student’s permanent record, it will serve as a valuable reference to help the student improve his/her skills or increase his/her knowledge. Both the student and the clinical supervisor/clinical instructor will be involved in the preparation of these evaluations. A clinical intern will be required to sign each evaluation signifying that he/she has reviewed each with either or both the cooperating teacher or the clinical supervisor/clinical instructor. The clinical intern’s signature indicates that he/she has read the evaluation; it does not signify either approval or disapproval. The final decision for evaluation and recommendation for certification rests with the clinical supervisor/clinical instructor.

The clinical supervisor/clinical instructor is responsible for ensuring completed and signed assessment copies, including narrative reports and mid/final meeting forms, are submitted to the Teaching Performance Center. Other assessments including mid-term and final performance competency assessments are submitted online. The final meeting form of the clinical intern validates the application for certification when it is forwarded to the Bureau of Licensing at the State Department of Education in Trenton, New Jersey.
XII. THE COOPERATING TEACHER

As a school based experience, the clinical practice is unique and dependent upon the collaboration of many different people. The clinical intern, the cooperating teacher and the clinical supervisor/clinical instructor are those most directly involved in the daily classroom experience. Others, such as the building administrator, university faculty and administrators, and school faculty and staff members, contribute also to the outcome of the clinical practice.

Research studies indicate that the single most important individual in the professional internship semester is the cooperating teacher. This person interacts daily with a teacher candidate and provides the classroom setting necessary for a satisfying and successful clinical experience. Much depends upon the development of a nurturing and productive relationship between the cooperating teacher and the clinical intern.

A. Responsibilities

1. The Cooperating Teacher assumes responsibility for:

   a. becoming acquainted with the background of the clinical intern and using the information to help the student grow as a professionally.

   b. preparing the classroom pupils for the arrival of the teacher candidate.

   c. creating a climate that allows the clinical intern to meet the required competencies by supporting creative efforts and multiple approaches.

   d. acquainting the clinical intern with school policies and safety procedures such as fire drills and lockdowns.

   e. orienting the clinical intern to the faculty, staff, school, and community.

   f. providing a specific workplace in his/her classroom for the clinical intern.

   g. attending staff meetings and Board of Education meeting and participating in professional and instructional activities as well as school district cultural events.

   h. involving the clinical intern actively in after-school student activities.

   i. reviewing and critiquing the clinical intern’s daily lesson plans, and with his/her signature, approving the plans.

   j. sharing and modeling assessment methods and recording grades of P-12 students.

   k. encouraging the clinical intern to ask questions and experiment, and then to reflect upon what worked and why.

   l. providing frequent encouragement, constructive criticism, and recognition of success.

   m. urging the clinical intern to visit the classes of other teachers who are working with students of different ability, in other subject areas/grade levels, or trying an innovative approach and facilitating these visits by gaining the other teacher’s permission prior to the visits.

   n. keeping a record of the clinical intern’s progress and submitting mid-term and final assessment reports relative to his/her professional growth and development.

   o. involving the clinical intern in a variety of instructional methods and strategies including cooperative learning, portfolio assessment, and the use of technology including multimedia and computers.
p. providing time for and maintaining communication with the clinical supervisor/clinical instructor. If the cooperating teacher has concerns, it is very important to communicate about issues.

q. recognizing that planning and classroom management are two areas most clinical interns need to practice and strengthen during their internship semester.

r. assisting the clinical intern to develop as a professional by:
   1. aiding in the transition from university student to teacher.
   2. enabling him/her to develop an understanding of the aims and purposes of education.
   3. fostering an atmosphere in which self-evaluation is valued.

s. participating in university-sponsored professional development activities.

t. reinforcing the awareness of state and national initiatives and standards, including *NJCCC Standards (2011)* and *NJ Professional Standards for Teachers (2015)*.

u. 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.

2. The Cooperating Teacher guides observation and instruction by:

a. encouraging the clinical intern to use an organized method to record classroom observations and suggesting teacher procedures and behavior to look for in each area.

b. providing frequent (weekly, at least) opportunities for an in-depth discussion of the cooperating teacher’s observations of the clinical intern’s performance.

c. collaborating the clinical intern and others on a variety of people in the professional environment.
   - the pupils or participants.
   - the cooperating teacher/practitioner.
   - other teachers or professionals within the school or grade level.
   - other professional interns and practicum students.
   - other agency or school service personnel.

d. demonstrating the relationship between instruction and curriculum with
   - school/district policies and procedures.
   - planning and assessment.
   - appropriate strategies and resources.
   - classroom management procedures.
   - pupil interaction, particularly as it relates to learning.
   - pupil-teacher interactions.
   - pupil-pupil interactions.
   - physical conditions of the classroom and school.
   - instructional technology, media and materials.
   - parents and guardians.
   - classroom environment conducive to learning.

e. developing a plan for classroom management consistent with school/district discipline policy.
   - discuss the plan and why it works.
   - furnish a copy of classroom rules and procedures or the code of conduct currently in use.
   - provide management and planning ideas.
   - encourage the development of the student’s own management style.
   - identify professional resources, articles, journals and books from which a clinical intern might gather additional information and practices.

g. reviewing and discussing the use of the curriculum as a guide for choosing materials and strategies as well as planning for the day, week, month and school year.

h. clarifying the expectations for lesson plans:
   - Clinical interns are required to write *formal* lesson plans.
   - Co-operating teachers are asked to approve and sign lesson plans prior to their use.

i. introduce the intern to the “life of the school.”

B. What Clinical Interns Appreciate

Clinical interns appreciate a cooperating teacher who:

- makes the clinical intern feel welcome and comfortable in the school.
- is available and willing to respond to questions and concerns of the clinical intern.
- gives formal and informal feedback to the clinical intern on lessons, management, planning, etc.
- identifies topics or items on which the clinical intern is to focus.
- encourages the intern to try his/her own ideas and not to be a “carbon copy” of the cooperating teacher.
- demonstrates a variety of teaching strategies.
- takes the clinical intern to faculty meetings, committee meetings, professional development sessions.
- helps the intern reflect on his/her personal management style and its effectiveness with students.
- displays an interest in future plans of the clinical intern.
- familiarizes the intern with diagnostic screening tests and discusses how to use test results as an effective teaching tool.
- shares grading procedures and practices, school and/or district grading policies, and authentic assessment specifics with the clinical intern.
- includes the intern in parent conferences or child-study sessions as appropriate.
- assists the clinical intern in planning, writing and administering assessment techniques, i.e., tests, portfolios, journals or checklists.
- enjoys the pleasures and satisfactions of teaching while acknowledging the stress that is linked to the responsibilities of the task.

C. Assessment

During the semester of clinical practice internship the cooperating teacher is recognized as the professional who bears the major responsibilities for ongoing support, positive language, effective classroom management, content mastery, and modeling of successful teaching practices. This unique relationship, predicated on time involvement and space proximity, places the cooperating teacher in a role to assess the daily progress of the emerging teacher.
A cooperating teacher is requested to:

1. select lessons during the semester to formally observe and evaluate and give the clinical intern feedback as soon as possible after those observations;

2. complete and submit online the Professional Internship Performance Competency Assessment at mid-term as well as at the conclusion of the semester. A sample copy is available in Appendix G.

3. complete and submit online the Supplemental Program Assessment for the intern’s content area;

4. discuss with the clinical intern his/her competency levels throughout the semester and thoroughly at its end;

5. file a Special Case In Field Experience form if warranted. A sample copy is available in Appendix 1.

6. confer with the clinical intern and clinical supervisor/clinical instructor on an ongoing basis throughout the semester to discuss areas of strength or those in need of improvement.

7. complete and submit online the mid-term and final competency assessments.

D. Professional Development Hours & Honorarium

An honorarium as well as Professional Development Hours are awarded to cooperating teachers who mentor interns based upon the intern’s educational program. A list of the programs and their respective professional development hour credits is located in Appendix P.

In order to receive a certificate awarding professional development hours and the honorarium, cooperating teachers must return the Request for Honorarium and Professional Development Hours Form (Appendix O). This form can be found in the cooperating teacher’s information packet and can also be downloaded from the TPC website at: www.kean.edu/~tpc. Certificates will be mailed to the cooperating teacher’s home address based upon the following schedule:

<table>
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<th>Form Due to Teaching Performance Center</th>
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<tr>
<td>Fall Semester</td>
<td>by April 1</td>
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<tr>
<td>Spring Semester</td>
<td>by June 1</td>
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<tr>
<td>November 1</td>
<td></td>
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<tr>
<td>March 1</td>
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Only honorarium requests received during the academic year (July 1 – June 30) in which the in-service teacher acted as a cooperating teacher will be honored.

E. 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.

O:\KEANDOCS\HANDBOOK\Professional\Professional Internship Complete Handbook Fall AY2018.docx
Effective P’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 supervisors/clinical instructors are responsible for the on-site supervision of Kean University clinical interns who are assigned to the public and private schools or agencies of New Jersey. While the primary responsibility is to guide the 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 intern, the cooperating teacher, and the cooperating school administration — and serves as the resource person for these individuals. The clinical supervisor/clinical instructor looks for observable growth in the clinical intern’s responsibility, confidence, instructional competence, and comprehension of the teaching-learning process.

A. Qualifications (minimal)

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

B. Responsibilities

The clinical supervisor/clinical instructor performs the functions of orientation, supervision, mentoring, and assessment. In these capacities, the University clinical supervisor/clinical instructor is responsible for the following activities:

a. attending pre-semester Orientation to the clinical practice internship;

b. representing Kean University, the College of Education, and the Teaching Performance Center in the cooperating schools;

c. being informed about current developments in the field of education, particularly developments related to instruction and curriculum and including NJ Professional Standards for Teachers (2015);

d. developing and maintaining a positive working relationship with the clinical intern and the cooperating teacher and personnel in the cooperating school/district/agency and at Kean University;

e. scheduling an orientation conversation for the intern and cooperating teacher within the first ten days of the start of the field experience assignment during which time the contents of A Guide For Professional Laboratory Experiences Handbook III are reviewed with the student and cooperating teacher(s) and collecting the signed form that the intern has read the handbook; (See Appendix M.)
f. investing a minimum of one hour and a half (1-1/2) hour each observational/supervisory visit;

g. establishing specific expectations with the clinical intern and cooperating teacher for the journal, lesson plans, videotape, Teacher Work Sample, conferences and assessments;

h. reinforcing the need for the clinical intern to have an extended, full-time teaching experience starting at or near mid-semester for a minimum of eight (8) weeks;

i. helping the clinical intern, cooperating teacher, and building administrators develop an understanding of the Kean University field experience program;

j. encouraging opportunities for the clinical intern to observe a variety of classes and teachers and staff in addition to his/her assigned cooperating teacher;

k. observing at least one full lesson every other week. Each observation visit is to include: a conference with the cooperating teacher, a review of student lesson plans, a review of the journal, assistance with the edTPA, 2017, and a post observation conference with the student;

l. assessing the progress of the student with the cooperating teacher at the time of each observational visit;

m. analyzing the clinical intern’s videotape prior to discussion with the profession intern;

n. discussing the videotape and its analysis with the clinical intern using any/all of the following questions:

1. What went well with your lesson?
2. What might need work? Why?
3. Did the students respond to your lesson as you anticipated? Why? Why not?
4. Did you do anything unexpected?
5. What evidence of student learning is observable on the tape?
6. How effective was the lesson and its instruction in supporting and meeting the NJ Professional Standards for Teachers and Leaders (2015)?

o. returning the completed Video Analysis to the professional intern. The form is to be completed jointly with the clinical supervisor/clinical instructor and the clinical intern. Then it is submitted online. See Appendix K for a sample of this form;

p. reporting to the Teaching Performance Center (TPC) any changes in the status of the clinical intern. **Documentation is required in situations of failure, withdrawal or outplacement by district.** A Special Case Report must be filed if an intern’s score is unsatisfactory at mid-semester. See Appendix I or a sample of the Special Case In Field Experience;

q. completing and submitting a minimum of six narrative reports. See Appendix F or a sample of this form;

r. completing and submitting online a mid-experience and a final worksheet for the Professional Internship Performance Competency Assessment. See Appendix G for a sample of this form;

s. providing a written and signed copy of each narrative report to the clinical intern, the cooperating teacher, and the Teaching Performance Center following each observation;

t. completing and submitting a hard copy (cannot be submitted online) of the Mid/Final Meeting Forms. (See Appendix H.)
scheduling a three-way conference (involving the clinical intern, cooperating teacher, and clinical supervisor/clinical instructor) at the mid-experience to evaluate the clinical intern’s progress to that stage;

v. completing and submitting online mid-term and final performance competency assessment worksheets as they become due online. Other forms including the cooperating teacher’s request for honorarium and professional development hours as well as the clinical supervisor/clinical instructor’s narratives and travel vouchers are NOT available online.

w. reinforcing the need for ongoing conferencing among and between the cooperating teacher, the clinical intern and the clinical supervisor/clinical instructor; and conducting a three-way debriefing conference at the conclusion of the clinical practice internship.

x. determining and assigning a grade of “S” or “U” for undergraduate and post-baccalaureate clinical interns and a grade of “CG” or “NC” for graduate clinical interns after conferring with the cooperating teacher and the clinical intern;

y. submitting final grades via the Kean Wise electronic system;

z. thanking the cooperating teacher and administration for working with the students and indicating that you enjoyed working with them.

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

C. Guidelines for Observation and Assessment

Check to be sure that the clinical intern is making satisfactory adjustments. Stress with both the cooperating teacher and the clinical intern 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 brought first 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 intern 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

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

The clinical supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the clinical intern. Each clinical intern receives a minimum of nine (9) formal evaluations from the clinical supervisor/clinical instructor and two (2) from the cooperating teacher for at least (11) written assessments of his or her classroom teaching.
Professional Internship grades are stated in one of the following ways:

\[
\begin{array}{ll}
S &= \text{Satisfactory} & \text{Undergraduate & Post Baccalaureate Students} \\
U &= \text{Unsatisfactory} & \text{See Undergraduate Catalog online.} \\
IN &= \text{Incomplete} & \text{Graduate Students} \\
CG &= \text{Credit Given} & \text{No Credit} \\
NC &= \text{No Credit} & \\
\end{array}
\]

2. **Basis of Final Assessment**

   a. Attainment of a total score of at least 47 on the *Professional Internship Performance Competency Assessment* form by the clinical supervisor/clinical instructor.

   b. The judgement of the cooperating teacher regarding the proficiency and competency of the student in the total classroom setting.

   c. Evidence of the intern’s personal and professional readiness to assume responsibility for students and their learning.

3. **Special Case Report**

   a. 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 skills. When such concerns arise, a Special Case Report should be filed by either the clinical supervisor/clinical instructor, cooperating teacher or the clinical intern. See Appendix N for a sample of this form.

   b. The Special Case Report must be filed by the clinical supervisor/clinical instructor if the score of the clinical intern 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 N.

4. **Professional Internship Performance Competency Assessment**

   a. Descriptors of the individual performance competencies for clinical intern are listed under each competency.

   b. The final competency assessment is to be completed no earlier than 7-10 days prior to the end of the semester. A copy of the Final Meeting Form is required to be forwarded to the respective certification office depending on the student’s status (undergraduate, post-baccalaureate, graduate) and attached to the student’s application for certification.
# APPENDICES

| A | Advisement: Professional Internship | 57 |
| B | College of Education Field Experience Policies | 58 |
| C | Professional Ethics | 65 |
| D | New Jersey Professional Standards for Teachers | 68 |
| E | edTPA Handbook and NJ Certification Alignment | 81 |
| F | Field Experience Narrative Observation | 87 |
| G | Professional Internship Performance Competency Assessment Worksheet | 89 |
| H | Mid/Final Assessment | 93 |
| I | Special Case Report | 94 |
| J | Initial Visi Checklist | 96 |
| K | University Supervisor/Clinical Instructor Assessment (Adjunct) | 97 |
| L | Field Experience Emergency Form | 98 |
| M | Policy Response Form | 99 |
| N | Application for Nomination for Outstanding Clinical Intern & Instructions | 100 |
| O | Request for Honorarium & Prof. Dev. Hours | 104 |
| P | Professional Development Hour Credits (for mentoring of field experience students) | 106 |
| Q | County Offices of Education Directory | 107 |
| R | Praxis II Dean’s Appeal | 108 |
| S | Praxis Test Information | 110 |
| T | Praxis Test Scores | 112 |
| U | How will I get certified to teach? (for mentoring of field experience students) | 114 |
| V | Educational & Professional Websites | 115 |
| W | Kean University Lesson Plan Template | 119 |
| X | Nomenclature | 122 |

To be completed by

- Clinical Supvr./Instructor
- Clinical Supervisor/Clinical Instructor & Cooperating Teacher
- Clinical Supervsr./Clinical Instructor
- Clinical Supervisor/Clinical Instructor, Intern, or Cooperating Teacher
- Clinical Supvr./Clinical Instructor
- Clinical Intern
- Clinical Intern
- Clinical Intern
- Clinical Supvr./Clinical Instructor Intern, and Coop. Teacher
- Cooperating Teacher
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<td>PED 4627</td>
<td>PED 3692</td>
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<td>MUSIC (Undergraduate &amp; Graduate) 908-737-4330</td>
<td>Dr. Lyn Schraer-Joiner</td>
<td>PA 112, 737-4339</td>
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<td>TEACHER OF STUDENTS WITH DISABILITIES 908-737-3850</td>
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<td>HH317, 737-3860</td>
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<td>THEATRE 908-737-4428</td>
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<td>SPEECH PATHOLOGY 908-737-5802</td>
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<td>EC 106A, 737-5802</td>
<td>COD 5527/5228</td>
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<tr>
<td>KEAN OCC ADVISOR</td>
<td>Mr. Robert Colangelo</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 (sophomore) field and Pre-professional (junior) field experience as well as a full semester of Professional Internship/student teaching. These field experience settings are selected so that cultural diversity and the education of exceptional populations are addressed. Graduate education majors are required to complete embedded field experiences within course work as well as the professional internship.

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

COE Policy 1.22 Admission to Pre-professional Experience

To be eligible to register for the Pre-professional Field Experience 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.

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

COE Policy 1.23 Placement for Pre-professional 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. Pre-professional 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.

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

COE Policy 1.24 Pre-professional Experience Waivers

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

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

COE Policy 1.25 Admission to Professional Internship

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

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

e. Successful completion of Introductory Field Experience and the Pre-professional 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 Pre-professional Field course.

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

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

d. Grades in education courses B or better.

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

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

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

COE Policy 1.26 Placement for Professional Internship

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

2. Professional interns will be assigned to schools in towns other than where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. Exceptions may be made for students living in special needs districts or professional development school districts. 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.

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

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**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.

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

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**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.

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**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.
COE Policy 1.30  Repeating a Field Experience Course (Pre-professional or Internship)

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

Application to repeat one field experience course (pre-professional 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, Hennings Hall 215, (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 pre-professional 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 (pre-professional 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 pre-professional 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 pre-professional 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:

- 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
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 Pre-professional Field Experience or Professional Internship Student placed for a Second Semester

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

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

COE Policy 1.37 Criminal History Background Check

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

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

COE Policy 1.38 Praxis Exam Requirement (See Flexibility Rule (Appendix R) for clarification & update.)

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

Students are required to submit a copy of the 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 9/28/05
Approved by Administrative Council 11/7/05
Rescinded by Administration Council 2/17
COE Policy 1.39 Professional Conduct

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

Professional Conduct Expectations for Field Experience Students:

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

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

PROFESSIONAL ETHICS

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

CODE OF ETHICS OF THE EDUCATION PROFESSION
PREAMBLE

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

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

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

PRINCIPLE I
Commitment to the P-12 Student

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

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

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

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

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

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

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
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) through 11 below. The standards are grouped into the following four domains: The Learner and Learning (Standards One, Two, and Three); Content Knowledge (Standards Four and Five); Instructional Practice (Standards Six, Seven, and Eight); and Professional Responsibility (Standards Nine, Ten, and Eleven). The elements of each standard are divided into three categories: Performances, Essential Knowledge, and Critical Dispositions.

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

i. Performances:
(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;
(2) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and
(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
ii. Essential Knowledge:
(1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning;
(2) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs;
(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others;
(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

i. Performances:
(1) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;
(2) The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;
(3) Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and
(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
ii. Essential Knowledge:
(1) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;
(2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and
(3) The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and systemwide priorities.

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

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

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

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

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

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

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

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

iii. Critical Dispositions:
(1) The teacher recognizes that an educator's actions reflect on the status and substance of the profession;
(2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;
(3) The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and
(4) The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy
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 1 edTPA Implementation Requirement Timeline

<table>
<thead>
<tr>
<th>School Year</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>Optional pilot</td>
</tr>
</tbody>
</table>
| 2017-2018   | - All CEAS candidates complete the assessment for certification but do not need to meet a specific cut score  
              - 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 |
| 2018-2019   | Cut score set at one standard error of measurement below the national recommendation |
| 2019-2020   | Cut score determined by New Jersey standard setting process |

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>
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</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>
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<tr>
<td>1125</td>
<td>Middle School with Subject Matter Specialization: World Language/German in Grades 5 - 8</td>
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<tr>
<td>1145</td>
<td>Middle School with Subject Matter Specialization: World Language/Latin in Grades 5 - 8</td>
<td>Classical Language</td>
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<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>
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<td>Code</td>
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<td>Allowable cdTPA Handbook(s)</td>
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<tr>
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<td>Middle School with Subject Matter Specialization: World Language/Hebrew in Grades 5 - 8</td>
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<td>Middle School with Subject Matter Specialization: World Language/Korean in Grades 5 - 8</td>
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<td>Art</td>
<td>Visual Arts</td>
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<td>Business: Comprehensive Business</td>
<td>Business Education</td>
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<tr>
<td>1301</td>
<td>Business: Accounting</td>
<td>Business Education</td>
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<td>1304</td>
<td>Business: Computer Applications and Business-Related Information Technology</td>
<td>Business Education</td>
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<td>1305</td>
<td>Business: Office Administration/Office Systems Technology</td>
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<td>2. Middle Childhood English-Language Arts</td>
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<td>Reading</td>
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<td>Speech Arts and Dramatics</td>
<td>K-12 Performing Arts</td>
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<tr>
<td>1451</td>
<td>Theater</td>
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<td>English as an Additional Language</td>
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<td>Family and Consumer Sciences: Foods/Nutrition and Food Science</td>
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<td>Mathematics</td>
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<td>Psychology</td>
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<td>Blind or Visually Impaired</td>
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<td>2422</td>
<td>Deaf or Hard of Hearing: Oral/Aural Communication</td>
<td>N/A: Candidate completes assessment in initial content area</td>
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<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>
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</table>
### Field Experience Narrative Observation

<table>
<thead>
<tr>
<th>Student Status:</th>
<th>Professional</th>
<th>Preprofessional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Status:</td>
<td>UG</td>
<td>Post-Bac</td>
</tr>
<tr>
<td>Supv</td>
<td></td>
<td>Coop Tchr</td>
</tr>
<tr>
<td>District</td>
<td></td>
<td>School</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>Program:</td>
<td>Bilingual</td>
<td>Early Childhood</td>
</tr>
</tbody>
</table>

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

Cooperating Teacher Signature

Date: 

Student Signature

Date:

Supervisor Signature

Date:

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

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Revised 2/14
# APPENDIX G

PROFESSIONAL INTERNSHIP PERFORMANCE COMPETENCY ASSESSMENT WORKSHEET
MID/FINAL ASSESSMENT

Date: ___________________________ Semester: ___________________________

Student Name: ___________________________ Program: ___________________________

Student Email: ___________________________ Supervisor Email: ___________________________

Supervisor: ___________________________ Cooperating Teacher: ___________________________

Coop Tchr 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 course. Learning outcomes and performance indicators are rated using the following rubric:

<table>
<thead>
<tr>
<th>1. Unacceptable (Not Competent) Candidate demonstrates little or no competence.</th>
<th>2. Beginning (Beginning Competence) Candidate demonstrates competence with significant assistance and prompting.</th>
<th>3. Developing (Developing Competence) Candidate demonstrates developing competence with some assistance and prompting.</th>
<th>4. Capable (Competent) Candidate consistently demonstrates competence without any assistance or prompting.</th>
<th>5. Accomplished (Highly Competent) Candidate consistently demonstrates a high degree of competence functioning independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks English and the language of instruction proficiently.</td>
<td>2. Writes English and the language of instruction proficiently.</td>
<td>3. Demonstrates how knowledge of content is created and organized.</td>
<td></td>
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<tr>
<td>b. Pronounces words correctly and distinctly.</td>
<td>b. Writes clear directions, explanations and assignments.</td>
<td>b. Presents accurate and timely information, stressing depth and breadth of content.</td>
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<tr>
<td>c. Supports verbal communication with nonverbal behavior.</td>
<td>c. Provides written material that is legible and grammatically correct.</td>
<td>c. Integrates knowledge from various fields in selection of resources.</td>
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<tr>
<td>d. Uses the voice to set a variety of moods.</td>
<td>d. Organizes and clearly expresses ideas in journal and TWS Portfolio entries, lesson plans, and other writings.</td>
<td>d. Helps students recognize the purpose and relevancy of content and activities.</td>
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</tr>
</tbody>
</table>

If you score a student less than Accomplished, please check off the indicator where there is a concern and then comment below.

**KNOWLEDGE** (Please check any indicators that are areas of concern and explain in the comment box.)
A minimum score of 4 is required in items 1 and 2. A minimum score of 3 is required in items 3 thru 5.

<table>
<thead>
<tr>
<th>1</th>
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</table>
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.

Comments:

5. Demonstrates knowledge of subject matter
   - Engages students in the content matter specified in each NJCCC Standard.
   - Recognizes student progress in developing content proficiency.
   - Provides cross-content approaches to learning.
   - Aligns curriculum with NJCCC Standards and NJ Professional Teaching Standards.

Comments:

SKILLS (Please check any indicators that are areas of concern and explain in the comment box.)

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 NJ Core Curriculum Content Standards.
   - Builds on concepts and skills previously learned and differentiates instruction.
   - Assists students in developing skills in accessing and interpreting information.

Comments:

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 instruction momentum and uses class time effectively.
   - Organizes instruction to include cooperative, student-directed groups.

Comments:

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

Comments:
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<tbody>
<tr>
<td>9. Manages learner behavior to enhance learning</td>
<td>□ a. Establishes and maintains appropriate standards of behavior.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td></td>
<td>□ b. Reinforces appropriate student behavior.</td>
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<td>□ c. Maintains the dignity of students.</td>
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<td></td>
<td>□ d. Monitors behavior in a subtle and preventative manner.</td>
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<td>Comments:</td>
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<tr>
<td>10. Assesses students' progress</td>
<td>□ a. Analyzes student performance using multiple sources of data.</td>
<td>O</td>
<td>O</td>
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<td></td>
<td>□ b. Maintains accurate records of students' work/progress.</td>
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<td>□ c. Provides students with feedback and encourages self-assessment.</td>
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<td>□ d. Employs formal and informal assessment techniques.</td>
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<td>Comments:</td>
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<tr>
<td>11. Utilizes technology and media</td>
<td>□ a. Demonstrates knowledge of the instructional applications of technology and media</td>
<td>O</td>
<td>O</td>
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<td></td>
<td>□ b. Integrates a variety of media and technology into instruction.</td>
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<td></td>
<td>□ c. Utilizes technology and media effectively and appropriately.</td>
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<td></td>
<td>□ d. Relates technology use directly to the objective.</td>
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<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12. Fosters critical thinking skills</td>
<td>□ a. Asks diverse types of questions, stressing higher level thinking.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td></td>
<td>□ b. Provides opportunities to practice a variety of thinking skills.</td>
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<td></td>
<td>□ c. Requires students to identify/clarify complex ideas or to synthesize knowledge.</td>
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<td></td>
<td>□ d. Poses problems, dilemmas and issues which require evaluative thinking.</td>
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<td>Comments:</td>
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**DISPOSITIONS** (Please check any indicators that are areas of concern and explain in the comment box.)

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<tbody>
<tr>
<td>13. Respects the diverse talents of learners, their cultural beliefs and values.</td>
<td>□ a. Demonstrates knowledge of the cultures within the school community.</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td></td>
<td>□ b. Responds sensitively to differing abilities and cultural differences with a commitment to fairly meet the educational needs of all students.</td>
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<td></td>
<td>□ c. Accepts and responds to students in a non-defensive manner.</td>
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<td></td>
<td>□ d. Respects individual learning styles and believes that all children can learn.</td>
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<tr>
<td>Comments:</td>
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</table>
14. Presents a professional presence.
   - a. Complies with district standards for attendance, punctuality and dress.
   - b. Searches for new and better ways of teaching by soliciting suggestions from cooperating teacher and other professionals.
   - c. Demonstrates initiative and self-direction.
   - d. Exhibits a professional and positive attitude of collegial support and cooperation.

Comments:

<p>| | | | | |</p>
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</table>

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

Comments:

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</table>

TOTAL SCORE: ____________________________

Minimum score of 3 is required for items 1 & 2

Score of 63 & above: Accomplished Professional Intern
Score of 47-62: Satisfactory Professional Intern
Score of 46 & below: Unsatisfactory Professional Intern

Additional Comments:

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. The password to submit the assessment is: Assessment (Please be sure to start the word with a capital A). Once you have submitted the assessment online, it is not necessary to return this paperwork to the Teaching Performance Center.
PROFESSIONAL INTERNSHIP – MID/FINAL ASSESSMENT FORM
PERFORMANCE COMPETENCY ASSESSMENT

Directions: This form is to be completed at mid-term and again at the final meeting between the field student, cooperating teacher and university supervisor. At these meetings, the cooperating teacher and university supervisor will discuss with the intern his/her performance as rated on the Professional Internship 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. After the meeting, both the cooperating teacher and university supervisor should submit the student’s formal assessment online.

O Mid-Term Assessment  O Final Assessment  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 Mid/Final Score: __________  Date assessment submitted online: ________________

Coop Mid/Final Score: __________  Date assessment submitted online: ________________

Complete the following section for the Final assessment only:

_____ Accomplished Professional Intern

_____ Satisfactory Professional Intern

_____ Unsatisfactory Professional Intern

Student Signature: ______________________________________________________________

Supervisor Signature: ____________________________________________________________

Cooperating Teacher Signature: __________________________________________________
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  _Elementary  
         _Elem/Middle  _English  _Fine Arts  _Health/PE  _Mathematics  
         _Music  _Social Studies  _Spanish  _Teacher of Std w/Dis  _Theatre  
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.
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
APPENDIX J
Clinical Intern Professional
Initial Visit Checklist

Date ____________________________  Date of Visit ____________________________
Student ____________________________  Clinical Supervisor ____________________________
Cooperating Teacher ____________________________  Subject ____________________________
Email ____________________________  Duration of visit ____________________________

1. Clinical supervisor has made contact with building administrator.
2. Clinical supervisor, cooperating teacher and intern together have reviewed “A Guide for Professional Laboratory Experiences, Handbook III”.
3. Supervisor, cooperating teacher and intern have exchanged telephone numbers, email addresses, etc.
4. Clinical intern has been introduced to faculty and school personnel.
5. Clinical intern has been provided a classroom work place.
6. Clinical intern has been informed and provided with emergency procedures.
7. The KU College of Education conceptual framework has been reviewed. This is the basis for assessment.
8. Cooperating teacher has established a regular weekly conference time for planning, evaluating and feedback.
9. Pace of progressive teaching integration has been developed and TWS unit discussed. Full-time instruction should begin during week 5.
10. The TWS requirements have been reviewed.
11. Lesson plan format has been discussed. See Appendix AA in Handbook III.
12. A schedule of assessments has been discussed. Mid-term and final evaluations are required for eight (8) week placements; final meeting forms handed in.
13. On-line assessments have been discussed.
15. Computer/technology class requirements reviewed.
16. Importance of collaborating and shared communication between the clinical intern and the cooperating teacher.
17. Review of mid-semester and final assessments including the possible use of Special Case Report.
18. Importance of excellent written and verbal communication skills in delivering instruction and interacting with cooperating teacher and clinical supervisor.
19. Request for Honorarium and Professional Development Hours completed.
21. Review intern school policies:
   Testing dates  Student attendance
   Bullying (HIB)  Substance and child abuse
   Student Disciplines  Curriculum standards

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 intern and cooperating teacher, in addition to the clinical supervisor/clinical instructor.

Clinical Supervisor/Clinical Instructor Signature/Date ____________________________  Clinical Intern Signature/Date ____________________________
Cooperating Teacher Signature/Date ____________________________
TEACHING PERFORMANCE CENTER  
Kean University – College of Education  
Hennings 215 – Union, NJ 07083  
Phone: 908-737-3790/Fax: 908-737-3795/Email: tpc@kean.edu

ASSESSMENT of UNIVERSITY SUPERVISOR (Adjunct)/CLINICAL INSTRUCTOR  
Professional Intern Perspective

University Supervisor/Clinical Instructor Name: ____________________________

Directions: This assessment is to be completed independently of the supervisor/clinical instructor and must be returned to the Teaching Performance Center one week before the end of the semester.  Darken the ovals completely using a blue or black pen - Like this: ○.  Do not X or check √ the circle.  All erasures must be complete.

Program:  Bilingual O  Early Childhood O  Elementary O  Elcm/Middle O  Fine Arts O  Music O  PE/health O  Secondary O  Teacher of Students w/Disabilities O

Below is a list of supervisory practices.  Using the scale below, please indicate the frequency of these practices evidenced by your university supervisor/clinical instructor.  Additional space is provided for your comments.

<table>
<thead>
<tr>
<th>1 – Rarely</th>
<th>2 – Sometimes</th>
<th>3 – Most of the time</th>
<th>4 – Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Encouraged the development of critical thinking and problem solving in P-12 students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Encouraged strategies for the incorporation of technology/media</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>14. Completed narrative reports and appropriate assessments.</td>
<td></td>
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<tr>
<td>15. Established and met scheduled supervisory visits in accordance with State and University requirements.</td>
<td></td>
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<tr>
<td>16. Provided sufficient time for conferring with professional intern and cooperating teacher following each observation.</td>
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<tr>
<td>17. Conducted conferences in a positive and constructive manner.</td>
<td></td>
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</tr>
</tbody>
</table>

DISPOSITIONS/VALUES

The university supervisor/clinical instructor:

18. Maintained a professional relationship with intern |
19. Maintained a professional relationship with the cooperating teacher and school personnel. |
20. Supported the development of intern’s self-confidence. |
22. Showed enthusiasm for teaching and the field of education. |

SKILLS

The university supervisor/clinical instructor:

1. Subject matter incorporating national standards, CCSS and NJ PTS* for supervising at this area or level.
2. A variety of teaching methods & differentiated instructional strategies.
3. Diverse student learning styles and appropriate assessment methods.
4. Classroom management theories and their application.
5. Current research on teaching and learning.
6. Realistic expectations and outcomes for the professional intern.
7. Communicated his/her performance expectations to the professional intern & the cooperating teacher with regard to lesson planning, journal, portfolio, supervisory observation, conferences & evaluations.
8. Evaluated intern’s performance based on the criteria of the Field Experience Competency Assessment.
10. Identified specific areas of strength and made appropriate recommendations for areas of improvement.
11. Read and critiqued lesson plans, unit plans, journal & Teacher Work Sample/Portfolio

COMMENTS:

CLINICAL/FIELD EXPERIENCE EMERGENCY INFORMATION

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

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

Student Name: ________________________ Kean I.D: ________________________
Address: ________________________________
City, State, Zip: ____________________________
Phone: ______________________ Email: ____________________________
University Supervisor: ____________________________ Phone: ____________________________

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

Name: ______________________ Relationship: ______________________
Address: ______________________ Phone: ______________________

Name: ______________________ Relationship: ______________________
Address: ______________________ Phone: ______________________

Name: ______________________ Relationship: ______________________
Address: ______________________ Phone: ______________________

Student Signature: ______________________ Date: ________________

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

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.
PART I: PERSONAL INFORMATION

Student Name: ___________________________ Student ID#: ___________________________

(Last) (First)

Mailing Address: _________________________________________________________________

(Street Address)

(City) (State) (Zip)

Home Phone Number: ______________________ Cell Phone: _______________________

Kean Email Address (most frequently used): _______________________________________

PART II: EDUCATION PROGRAM INFORMATION

Cumulative Grade Point Average (based on a 4.0 scale): ____________________________

(Minimum GPA Requirement: Undergraduate Students: 3.5; Post-Bac & Graduate Students: 3.75)

Student’s Academic Major(s): ____________________________________________________

Student’s Education Majors: _____________________________________________________

Teaching Certification: __________________________________________________________

Degree Status: Undergrad _____ Post Bac _____ Grad _____

PRAXIS II Test Score(s) (List with respective test number; i.e., #10081-172): __________

PART III: CLINICAL EXPERIENCE INFORMATION

Semester and Year of Clinical Practice (must be for current academic year) _______________

School/District in which clinical practice internship was completed: ______________________

Name of Cooperating Teacher: _____________________________________________________

Coop. Tchr. Email Address: ____________________________ School Phone Number: ______

School Address: ________________________________________________________________

PART IV: CLINICAL SUPERVISOR/CLINICAL INSTRUCTOR ENDORSEMENT

I hereby endorse this teaching candidate for the Outstanding Clinical Intern Award for the 2017 academic year. I have reviewed the information in this dossier, and certify that to the best of my knowledge, it is accurate.

Name of Clinical Supvr./Clinical Instructor __________________________________________

Signature ___________________________ Date ___________________________

O:\KEANDOC\Nominations for Outstanding Prof. Intern\Revised Application for Outstanding Professional Intern 07.11.16.doc
# KEAN UNIVERSITY OUTSTANDING CLINICAL INTERN NOMINATION APPLICATION

## Page 2

**PART V: STUDENT BIOGRAPHICAL INFORMATION**

**CAMPUS ACTIVITIES**

<p>| |</p>
<table>
<thead>
<tr>
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<tbody>
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</table>

**COMMUNITY ACTIVITIES AND VOLUNTEER ACTIVITIES**

<p>| |</p>
<table>
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**HONOR SOCIETIES**

<p>| |</p>
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</table>

**BIOGRAPHY**

Applicant must compose a brief biography in 100 words or less (about 5 sentences) in the space below. It should be written using the third-person voice as it may be used for speech and media purposes. DO NOT list items. It should contain some of the following information: what grade level and subject area you want to teach, any awards received, and outstanding personal facts.

<p>| |</p>
<table>
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<tr>
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<tbody>
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</tbody>
</table>

Student’s name as he/she would like it to appear on a plaque, if chosen for this award:

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Please return this form, your personal essay, and all supporting documentation (See directions and Checklist for Eligibility) on or before December 1 (for fall interns) or April 1 (for spring interns) to the Teaching Performance Center, Hennings Hall 215, Kean University, 1000 Morris Ave., Union, NJ 07083.
Kean University Outstanding Clinical Intern Awards
Instructions and Checklist for Eligibility

1. General
   - Minimum GPA Requirement: Undergraduate Students: 3.5; Post-Bac & Graduate Students: 3.75
   - Must be received by December 1 (fall candidates) or April 1 (spring candidates).
   - Must contain one complete application and two (2) copies.
   - All application components must be typed.

2. Nomination Form
   - Must be typed. (Complete online)
   - Semester and Year can ONLY be for the current academic year (fall and spring).
   - Must be SIGNED by Clinical Supervisor/Clinical Instructor and dated at the bottom.

3. Resume (current)
   - Must be typed and have intern's name at the top.

4. Two Letters of Recommendation
   - Must be typed, dated and signed.
   - One letter of recommendation submitted on Kean University official stationery must be from the intern’s clinical supervisor/clinical instructor.
   - One letter of recommendation from the intern’s cooperating teacher on district/school letterhead.
   - Letters should: 1) describe the intern as a learner and 2) cite two to three specific examples in areas such as academic integrity, collaboration, contribution to the educational community, creativity, leadership, initiative, resiliency, work ethic or other outstanding qualities.

5. Intern Personal Essay
   - Must be double spaced, font size 12 and typed using organization and grammar; correct punctuation and spelling.
   - In 250-300 words, please respond to the following: Explain a significantly challenging situation encountered during your clinical experience and the steps you took to resolve it. What did you learn from that experience? Reflect on your personal and professional learnings which resulted from the experience.
   - Use the Rubric for scoring the essay found on page 111 of Handbook III.

6. In recognition of successful completion of the clinical internship, one or more outstanding interns may be selected from the following programs. Student may be an UG, Post-Bac or GR.
   - Bilingual
   - Early Childhood
   - Elementary K-5
   - Elementary/Middle K-5/5-8
   - Fine Arts
   - Music
   - Physical Education & Health
   - Secondary Ed. (English, ESL, Math, Sciences, Social Studies, Spanish, Theatre)
   - Teacher of Students w/Disabilities

7. The following items are to be included in a completed application packet:
   - A typed, completed and signed Nomination Form (2 pages) including
     o Intern’s biographical information to be included in program of awards ceremony (maximum 5 sentences)
   - Intern’s resume
   - Letters of recommendation (2) from:
     o the intern’s clinical supervisor or clinical instructor on Kean letterhead;
     o the intern’s cooperating teacher on district/school letterhead
   - Intern’s personal essay.

8. Outstanding clinical interns are chosen by an independent committee of educators including school district faculty and administrators, university faculty, and previous winners.

9. Please be certain that the items in the completed application are paper-clipped together in the order indicated in #7 above and received no later than December 1 (Fall candidates) or April 1 (Spring candidates) to the Teaching Performance Center, 215 Hennings Hall, Kean University, Union, NJ 07083.
# Outstanding Clinical Intern Application

## Scoring Rubric for Personal Statement

<table>
<thead>
<tr>
<th>Performance Dimensions/Elements</th>
<th>Unacceptable 1</th>
<th>Beginning 2</th>
<th>Developing 3</th>
<th>Capable 4</th>
<th>Accomplished 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>- Attempts organization. - May lack opening or closing sentences. - No transitions between ideas.</td>
<td>- Organization is minimal. - May lack opening or closing sentences. - Few, if any, transitions between ideas.</td>
<td>- Reasonably clear ideas but not concise. - Some parts seem repetitive or out of place. - Transitions evident.</td>
<td>- Organization is good and contributes to the effectiveness. - Single focus; sense of unity and coherence. - Logical progress of ideas.</td>
<td>- Organization is clear, focused on the main issues. - Thoughtful transitions clearly show idea connections.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>- Ideas are extremely limited or difficult to understand. - May drift or shift focus. - Content may be irrelevant. - No connection to content area/certification.</td>
<td>- Text may be repetitious or disconnected. - Little sense of which information is important. - Few, if any mention of content area/certification.</td>
<td>- Ideas loosely connected. - Labeled with some professional terms. - Limited connection made to content/area certification.</td>
<td>- Ideas are fine-tuned and contributed to the overall effectiveness. - Explanation with principal or theory given as a rationale. - Interconnection with content/area certification.</td>
<td>- Key concepts identified and addressed. - Relevant focus sustained throughout. - Connections made to other related topics.</td>
</tr>
<tr>
<td><strong>Word Choice/Vocabulary</strong></td>
<td>- No use of professional language.</td>
<td>- Vocabulary may be used incorrectly or is vague or trite. - Limited word use.</td>
<td>- Inconsistent professional vocabulary used—some well, some not. - Vocabulary used is general; verb choice limited.</td>
<td>- Vocabulary demonstrates professional awareness. - Uses words to express meaning with style and tone.</td>
<td>- Vocabulary demonstrates insightful and professional language. - Correct and precise use of terminology.</td>
</tr>
<tr>
<td><strong>Language/Usage</strong></td>
<td>- Incomplete sentences. - Many errors of spelling, punctuation, and grammar.</td>
<td>- Some errors of grammar, spelling, and punctuation.</td>
<td>- Generally uses correct spelling, grammar, and punctuation.</td>
<td>- Consistently uses correct spelling, capitalization, and punctuation.</td>
<td>- Error free.</td>
</tr>
<tr>
<td><strong>Reflective Thinking</strong></td>
<td>- Explanation contains NO descriptive language. - No connection to certification content and/or pedagogy.</td>
<td>- Explanation written is simple, lay person description. - Few, if any, connections made to certification content and/or pedagogy.</td>
<td>- Explanation: Tradition or personal preference given as the rationale. - Limited connection made with certification content and/or pedagogy.</td>
<td>- Explanation with principle or theory and contextual consideration. - Selected connections made with certification content and/or pedagogy.</td>
<td>- Explanation with consideration of ethical, moral, and political issues. - Explicit connections made to certification content and pedagogy.</td>
</tr>
</tbody>
</table>

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July 11, 2012

O:\KEANDOCS\Additions to Rubric 2012.docx
Request for Honorarium & Professional Development Hours for Clinical Intern Mentoring

To receive an honorarium and a certificate for New Jersey Professional Development Hours, the cooperating teacher needs to complete the information below and then download a W-9 form from www.irs.gov. The completed, signed original W-9 must be submitted with this form to be eligible for the payment. Mail the form and original W-9 to the address above or submit to the University Supervisor by November 1 for fall and March 1 for spring. Honorarium requests received after June 21 (end of the current academic year) cannot be honored.

Directions: To be completed by the Cooperating Teacher. Darken the ovals completely - like this: 0. Do not X or check √ the circle. All erasures must be complete.

Semester: 0 Fall  O Spring  O Summer  Year ________  University Supervisor: ____________________________
O Mr.  O Ms.  Last Name ____________________________  First Name: ____________________________
Home Address: ____________________________________________________________
City, St, Zip ____________________________________________________________ Telephone: ____________________________

Your Social Security #: ___________ - ___________  Did you attach a signed W-9 Form?:  O Yes  O No
(SS# required for payment of honorarium)  (W-9 form is required for payment of honorarium – Download at www.irs.gov)
Name of Kean Student: ______________________________________________________ Your School District: ____________________________

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 w/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...)
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?

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

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 clinical supervisor. Certificates for Professional Development Hours will be mailed by April 1 for the Fall semester and by June 1 for the Spring semester.

O:\KEANDOCs\MISCFORMs\Prof Dev Hour Request - Professional Intern 2014 Revision.doc

Revised: 8/07/14
## 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&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprofessional Intern</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>90</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>
<tr>
<td>Professional Internship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Secondary, ESL</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Fine Arts*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
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<tr>
<td>Health/Physical Education*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
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<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Music*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher of the Handicapped</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Students w/Disability</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>7.5&lt;sup&gt;**&lt;/sup&gt; or 15</td>
</tr>
<tr>
<td>Technology Education</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
</tbody>
</table>

<sup>a</sup>Two experiences required per semester.

<sup>**</sup>For university students who were required to perform field work in two separate locations

<sup>***</sup>Unsupervised

"Subject to change by NJ Dept. of Education"

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Feb-14
<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 # 732-296-0683 Debbie Hudson, Sec. to ECS, Ext. 3425</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 Reck Interim Executive Co. Superintendent 201-336-6875-fax # 201-336-6880 Irene Ardizzone, Exec Sec to Supt</td>
<td>Bergen County Office of Education One Bergen County Plaza 3rd Floor, Room 320 Hackensack, NJ 07601</td>
<td>Monmouth</td>
<td>Dr. Lester Richens Interim Executive County Superintendent 732-431-7810-fax # 732-776-2237 Pat Schneider, Office Manager</td>
<td>Monmouth Co Office of Education 4000 Koolau Road Freehold, NJ 07728</td>
</tr>
<tr>
<td>Burlington</td>
<td>Mr. Todd Flora Interim Executive Co. Superintendent 609-265-5925-fax # 609-265-5922 Jackie Lotey, Admin. Assistant</td>
<td>Burlington County Office of Education PO Box 6000 Mount Holly, NJ 08060 Location: 793 Woodland Road Westampton, NJ 08060</td>
<td>Morris</td>
<td>Mr. Roger Jinns Interim Executive County Superintendent 973-285-8332-fax # 973-285-8341 Shirley Stoll, Office Mgr/Private Secretary</td>
<td>Morris County Office of Education PO Box 500 Morristown, NJ 07963-0900 Office Location: 30 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 Angeloua, 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 Steppura Interim Executive Co. Superintendent 609-466-1283-fax # 609-466-2094 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 # 973-754-0241 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 Fayette 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 180 Fifth Street Salem, NJ 08079</td>
</tr>
<tr>
<td>Essex</td>
<td>Mr. Joseph Zatta Interim Executive Co. Superintendent 973-621-2769-fax #973-621-1603 Maria Meyer, Admin. Asst. to ECS</td>
<td>Essex County Office of Education Leroy Smith Public Safety Building 60 Nelson Place, 1st floor South Newark, NJ 07102-1301</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>Gloucester</td>
<td>Ms. Ave Altersitz Interim Executive County Supt. 856-686-8370 ex 8375 fax # 856-686-8387 Debbie Sebastiani, Assistant to ERS</td>
<td>Gloucester County Office of Education Budd Blvd Complex 113 Budd Blvd West Deptford, New Jersey 08096</td>
<td>Sussex</td>
<td>Dr. Rosalie S. Lamonite Interim Executive County Superintendent 973-579-6999 fax # 973-579-6747 Teresa Utter, Administrative Assistant Jodi Patuono, Administrative Assistant</td>
<td>Sussex County Office of Education 262 White Lake Road Sparta, NJ 07871</td>
</tr>
<tr>
<td>Hunterdon</td>
<td>Mr. Juan Torres Interim Executive Co. Superintendent 908-788-1414-fax # 908-788-1457 Darlene Wane, 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. Lamonite Interim Executive County Superintendent 908-689-6497 Fax # 908-689-1457 Samantha Grape, Office Manager</td>
<td>Warren County Office of Education 1501 Route 57 Washington, NJ 07882</td>
</tr>
<tr>
<td>Mercer</td>
<td>Dr. Laura Morana Interim Executive County Superintendent 609-588-5787-fax # 609-588-5878 Debra Sanna, Secretary to ECS</td>
<td>Mercer County Office of Education 1075 Old Trenton Road Trenton, NJ 08690</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated 3/20/16
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](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 DeVincenzi 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 Stephe6m@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 S
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 tpcc@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.
<table>
<thead>
<tr>
<th>Seeking Certification in</th>
<th>Praxis Subject Assessments Test(s)</th>
<th>Test Code</th>
<th>Qualifying Score (NJ)</th>
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<tbody>
<tr>
<td>Art</td>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
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<tr>
<td>Bilingual/Elementary Education (K-6)</td>
<td>Elementary Education Multiple Subjects:</td>
<td>5001</td>
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<tr>
<td></td>
<td>Reading &amp; Language Arts Subtest</td>
<td>5002</td>
<td>157</td>
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<tr>
<td></td>
<td>Mathematics Subtest</td>
<td>5003</td>
<td>157</td>
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<td></td>
<td>Social Studies Subtest</td>
<td>5004</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td>Science Subtest</td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>Bilingual/Elementary-Middle (K-6, K-6/5-8)</td>
<td>Elementary Education Multiple Subjects:</td>
<td>5001</td>
<td>*</td>
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<tr>
<td></td>
<td>Reading &amp; Language Arts Subtest</td>
<td>5002</td>
<td>157</td>
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<td></td>
<td>Mathematics Subtest</td>
<td>5003</td>
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<tr>
<td></td>
<td>Social Studies Subtest</td>
<td>5004</td>
<td>155</td>
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<td></td>
<td>Science Subtest</td>
<td>5005</td>
<td>159</td>
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<td></td>
<td>AND 5-8 Subject Matter Test</td>
<td>Subject Specific</td>
<td>Subject Matter score</td>
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<td>Early Childhood (P-3/K-6) (UG ONLY)</td>
<td>Early Childhood: Content Knowledge</td>
<td>5025</td>
<td>156</td>
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<td></td>
<td>AND</td>
<td>5001</td>
<td>*</td>
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<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:</td>
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<td>*</td>
</tr>
<tr>
<td></td>
<td>Reading &amp; Language Arts Subtest</td>
<td>5002</td>
<td>157</td>
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<tr>
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<td>Mathematics Subtest</td>
<td>5003</td>
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<td>Social Studies Subtest</td>
<td>5004</td>
<td>155</td>
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<tr>
<td></td>
<td>Science Subtest</td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification)</td>
<td>Elementary Education Multiple Subjects:</td>
<td>5001</td>
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<td>Elementary School w/ Subject Matter Preparation: Language Arts Literacy (5-8)</td>
<td>AND Middle School English Language Arts</td>
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<td>K-6/5-8 (dual certification)</td>
<td>Elementary Education Multiple Subjects:</td>
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<td>Elementary School w/ Subject Matter Preparation: Mathematics (5-8)</td>
<td>AND Middle School Mathematics</td>
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<td>K-6/5-8 (dual certification)</td>
<td>Elementary School w/ Subject Matter Preparation: Science (5-8)</td>
<td>5001</td>
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<tr>
<td>K-6/5-8 (dual certification)</td>
<td>Elementary School w/ Subject Matter Preparation: Spanish (5-8)</td>
<td>5001</td>
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*To pass the Elementary Education: Multiple Subjects test you must receive a passing score on each subtest: 5002, 5003, 5004, 5005.*
<table>
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<tr>
<th>Seeking Certification in</th>
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<th>Qualifying Score</th>
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<td>English (K-12)</td>
<td>English Language Arts: Content Knowledge</td>
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<td>167</td>
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<td>Health &amp; Physical Education (K-12)</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>5857</td>
<td>160</td>
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<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>
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<tr>
<td>Science, Biology (K-12)</td>
<td>Biology: Content Knowledge AND General Science: Content Knowledge</td>
<td>5235</td>
<td>152</td>
</tr>
<tr>
<td>Science, Chemistry (K-12)</td>
<td>Chemistry: Content Knowledge AND General Science: Content Knowledge</td>
<td>5245</td>
<td>152</td>
</tr>
<tr>
<td>Science, Earth Science (K-12)</td>
<td>Earth and Space Sciences: Content Knowledge AND General Science: Content Knowledge</td>
<td>5571</td>
<td>153</td>
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<tr>
<td>Social Studies (K-12)</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>157</td>
</tr>
<tr>
<td>Spanish (K-12)</td>
<td>Spanish: World Language</td>
<td>5195</td>
<td>168</td>
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<td>Speech Arts and Theatre</td>
<td>Speech Communication: Content Knowledge AND Theatre</td>
<td>5221</td>
<td>143</td>
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<tr>
<td>Speech Language Specialist</td>
<td>Speech Language Pathology</td>
<td>5331</td>
<td>162</td>
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<tr>
<td>Teacher of Students w/ Disabilities (TSD)</td>
<td>Please see below for more information</td>
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<td></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 Hennings Hall 215 by August 1 for Fall internships and December 15 for Spring internships. Failure to meet this requirement will result in withdrawal from placement.

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

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

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

**PLEASE NOTE!**

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

WITHOUT THIS INFORMATION THE STATE WILL NOT ISSUE YOUR CERTIFICATION.

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

HOW WILL I GET CERTIFIED TO TEACH?

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

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

3. Apply for graduation or program completion. Please observe deadlines.

   Undergraduate: Kean Union: Apply for graduation – Registrar – Admin. Bldg., 1st FL
   Kean Ocean: Apply for graduation – Registrar – OCC, Gateway Bldg. 103

   Post-Baccalaureate: Submit certification paperwork – Post-Bac Office – Hennings Hall 214

   Graduates: You will receive an information packet from the Graduate Office.

4. Apply for Certification/License. Please observe deadlines.

   You MUST complete our New Jersey State Department of Education “Application for Certification” BEFORE you graduate or complete your approved program. You may obtain this application by logging onto www.kean.edu, click on OFFICES, scroll down to POST BACCALAUREATE TEACHER CERTIFICATION, click on this website here. Click on NJ Department of Education Application Form- fill out online and print. Submit this form to the Teacher Certification Office located Hennings Hall 214. This is different from the application for a degree. All fees must be paid to the Office of Student Accounting prior to submitting your application.

   Undergraduate & Post-Bac: Kean Union: Submit application to Ms. E. Eaddy-Thomas, HH-214
   Kean Ocean: Submit application to Registrar, OCC, Gateway Bldg., 103
   Deadline: December Certification- December 1
   May/August Certification – March 31

   Graduate: Submit application to the Graduate Office – Registrar, Administration Bldg., 1st FL
   Deadline: December Certification – 1st Friday in October
   May/August Certification – 1st Friday in February

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

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

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

   For further information, please contact:

   Undergraduate/Post-Baccalaureate Students: Teacher Certification Office; Hennings Hall 214
   908-737-3800

   Graduate Students: Graduate Student Services; Registrar’s Office
   Admin. Bldg., 1st FL; 908-737-3290
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/cccs

www.corestandards.org

New Jersey Professional Standards for Teachers

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

B. General

Education-Based Websites

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

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

Smart Teaching
www.smartteaching.org/

EdHelper.com
www.edhelper.com

Educational Units and Lesson Plans
www.coollessons.org

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

Lesson Plans Page
www.lessonplanspage.com

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

www.adprima.com

www.BEHAVIORAdvisor.com

http://drwilliampmartin.tripod.com/classm.html

www.proteacher.com

D. English Language

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

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

PROFESSIONAL ORGANIZATIONS

Specialized Program Associations: Standards for Teachers

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

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

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

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

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

National Science Teachers Association (NSTA)
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

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

National Association for Music Education
www.mfme.org

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

**State Professional Organizations**

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

New Jersey Education Association
www.njcea.org

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

**EBOOKS**

### APPENDIX W

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

#### LESSON GOALS AND STANDARDS

<table>
<thead>
<tr>
<th><strong>Teacher Candidate</strong></th>
<th>Legal name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject/Content Area</strong></td>
<td>i.e. Elementary education, ELA, Math, Music</td>
</tr>
<tr>
<td><strong>Lesson Plan #</strong></td>
<td>3-5 consecutively numbered lessons required; (reminder - each lesson should not exceed 4 pages*)</td>
</tr>
<tr>
<td><strong>Central Focus</strong></td>
<td>What is the main focus/main purpose of the unit of which your learning sequence is a part?</td>
</tr>
<tr>
<td><strong>State/Content Specific Standards</strong></td>
<td>List and provide rationale for state and/or national academic content standards (CPI) with which this lesson is aligned (include state abbreviations, identification numbers, and text of standard (if only a portion of a standard is being addressed, then list only the relevant parts)</td>
</tr>
<tr>
<td><strong>Learning Objectives</strong></td>
<td>Specify learning objectives for this lesson (For example: SMART goals**)</td>
</tr>
<tr>
<td><strong>Institutional Resources, Materials, and Technology</strong></td>
<td>Materials needed by the teacher for this lesson Materials needed by the student for this lesson</td>
</tr>
<tr>
<td><strong>Language Function</strong></td>
<td>See cdTPA Task #1 prompts for verb examples related to language function</td>
</tr>
<tr>
<td><strong>Language Demands</strong></td>
<td>See cdTPA Glossary for language demand terms (vocabulary/symbols, syntax, discourse)</td>
</tr>
<tr>
<td><strong>Prerequisite Skill/Prior Knowledge</strong></td>
<td>Foundational knowledge that will help students complete tasks related to this lesson; “What skills are required prior to this lesson?”</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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Rough Copy, July 5, 2017
| Differentiation/Planned Universal Supports (Accommodations/Modifications) | What are the specific ways in which you will meet the needs of all of the learners in your classroom? *(Brief description only of modifications or accommodations to support related tasks/commentary i.e. as per IEP/504 plans)*  
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) |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Assessment(s)</td>
<td><em>:</em> Informal  <em>:</em> Formal</td>
</tr>
</tbody>
</table>

Rough Copy, July 5, 2017
(Please check either informal or formal)  
__: Informal  __: Formal

__: Informal  __: Formal

**Description of Assessment(s)**  
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 (CPI), and lesson objectives

**Modifications to the assessment(s)**  
Modifications to the assessment so that all students can demonstrate learning

**Evaluation Criteria**  
What criteria will you use to measure student learning? (i.e. rubric); what evidence of student learning does your assessment provide?

**Feedback Given to Students**  
Types of feedback you will provide students to support their progress (i.e. verbal, written; guided, modeled)

**Relevant Research, Learning Theories, and Best Practices**  
Identify and cite relevant research, learning theories and best practices that support the approaches you have used throughout instruction and assessment

## ANALYSIS OF STUDENT LEARNING REFLECTION OF TEACHING TO GUIDE FUTURE PLANNING AND INSTRUCTION

<table>
<thead>
<tr>
<th>Overall Reflections of this Lesson</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>Lesson Objectives Met (Rationale - Why/Why Not)</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>Noted Difficulties or Challenges Students Experienced</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>Follow-up Content (Based on prompt 1 above)</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)

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*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)*

Rough Copy, July 5, 2017
Nomenclature (Proposed):
NJAC 6A:9A,9B and 9C

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