A Guide for Professional Laboratory Experiences

Introductory Field Experience Handbook I

Teaching Performance Center
College of Education
Kean University
Union, New Jersey 07083
AY 2015
AY 2015

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I. PURPOSE

The goal of this handbook is to facilitate communication among field experience students, their cooperating teachers, and the university faculty. It is intended to provide an introduction to the initial, or introductory, field experience in the teacher preparation programs offered at Kean University and an overview of the multiple roles and responsibilities of the people involved. The set of guidelines that follow supports the introductory clinical experiences which are central to the development of informed, dynamic professionals and is intended to be helpful to students, their cooperating teachers and the faculty who work with the prospective teacher. It may be used to answer questions and to provide general structure and context to the introductory field experience.
II. CONCEPTUAL FRAMEWORK FOR TEACHER EDUCATION: SPECTRUM MODEL

Kean University’s College of Education prepares its graduates to be informed, dynamic professionals. Toward that end, a basic curriculum model called the SPECTRUM has been adopted to provide teacher education students with the knowledge, skills, and dispositions to become informed, dynamic professionals.

The SPECTRUM embraces the components of general education, specialization, and professional education while emphasizing their role in the acquisition, application, and evaluation of knowledge, skills, and values/dispositions. This model is based on the premise that a teacher is first and foremost a committed professional whose primary responsibilities are within three categories: identifying educational problems, developing solutions, and applying professional knowledge, skills and dispositions. Each of these components, in turn, is composed of many subskills, attitudes, and values.

Webster defines a spectrum as an array of components, separated and arranged in order of some varying characteristics. Kean University models its SPECTRUM as a series of circles. The center or locus of the circles is the informed, dynamic professional whose development is created by the intersection of three smaller inner circles representing knowledge, skills, and values/dispositions. Each of the small circles is interconnected showing the giving and receiving of input from the classroom, school, community, state, nation, and world. Surrounding the inner core is yet another circle that establishes boundaries of professional studies, field experience, academic specialities, and general education. The model is only fully represented when the circles turn, emphasizing that the development of an informed, dynamic professional is interconnected, interdependent, and interrelated. The colors of the SPECTRUM blend together, as do the content, process and context of the College of Education. Each course and field experience contributes to the sum of an educator who is well grounded in basic skills and content knowledge, is competent in the practices of instruction, is reflective, and is a member of the larger community of learners.

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III. MISSION STATEMENT: COLLEGE OF EDUCATION

The mission of the College of Education, based on our conceptual framework, 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 (Knowledge and Skills);

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

- design and integrate a variety of instructional strategies matched to appropriate diverse learning styles (Skills);

- accurately assess, analyze, and monitor student learning, make appropriate adjustments to instruction, and have a positive effect on all students (Skills and Dispositions);

- recognize, respect, and respond appropriately to individual and cultural differences (Dispositions/Values);

- establish professional and collaborative relationships among all educational stakeholders (Dispositions/Values);

- commit to be life-long learners and advocate quality schooling for all (Dispositions/Values).

The Mission of the College of Education

Currently, there are over 2,000 students enrolled in 14 undergraduate programs and close to 1,000 students enrolled in nine graduate programs in the College of Education at Kean University. Kean University is the largest producer of teachers in the state of New Jersey and ranks 15th in the nation in the number of education degrees awarded to Hispanics. In addition to providing academic programs on campus, the College of Education affords accessibility to research and methodology for teachers in the workplace and through distance learning. Its Bureau of Educational Services maintains a continuous outreach to New Jersey schools by providing workshops, courses, and consultations to administrators, teachers, and parents. Its Professional Development Schools (PDSs) provide optimum guidance through the sequence of field experiences. Kean University is committed to improving the quality of its teacher education programs and to increasing its capacity to prepare effective educators for New Jersey Schools.

(Adopted, College of Education, October 4, 2000)
IV. COLLEGE OF EDUCATION LEARNING OUTCOMES

The College of Education has defined a set of learning outcomes that candidates must meet, reflecting the SPECTRUM conceptual framework of Knowledge, Skills and Dispositions (Values). Every individual program within the College also has developed a set of specific learning outcomes reflecting knowledge, skills, and dispositions of particular disciplines. In order to graduate and/or be certified, candidates must show evidence that they have achieved both College and Program outcomes. The College of Education learning outcomes that appear below are aligned with the New Jersey Professional Standards for Teachers Alignment with InTASC (2014). (Appendix D):

Knowledge

(A) Subject Matter
The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and Common Core State Standards (CCSS) (Literacy & Mathematics) (2010) and NJ Core Curriculum Content Standards (NJCCCS), and uses such knowledge to create effective learning experiences for students.

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

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

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

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

Skills

(A) Planning Instruction
The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and Common Core State Standards (Language Arts & Literacy) (2010), of students, and of curriculum goals and models.

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

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

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

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

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

Dispositions

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

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

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

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

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

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

State of New Jersey, Department of Education
New Jersey Educator Preparation Program (As of August 4, 2014)
(Projected Sunset Date: December 10, 2015)

NJAC 6A:9A-3.2 Curriculum for Teacher Preparation Programs

(a) The preparation program for all instructional certificates shall include the provisions in (a) a through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below, and candidates seeking special education endorsements shall comply with requirements in (c), (d), (e), or (f) below.

(1) A minimum of 60 semester credit hours of general education including electives. General education courses shall be distributed among the arts, humanities, mathematics, science, technology and the social sciences. There must be some study in each area. Study in technology may include topics such as educational technology and tools, the history of technology and the sociological impact of technological advancement which would contribute to the general technological literacy of students. The purpose of general education is to develop the prospective teacher as an educated person rather than to provide professional preparation. This component of the program shall exclude courses that are clearly professional or career and technical in nature.

(2) A major in the arts, humanities, social sciences, mathematics, science or technology disciplines;

(3) A minimum of 90 credits of the total program distributed among general education and the academic major;

(4) A sequence of courses devoted to professional preparation. Study must be devoted to the behavioral/social sciences, the teaching of literacy and numeracy, educating linguistically diverse and special education students and, effective May 31, 2010, integrating educational technology and tools into the curriculum and classroom. Some of these areas may be included in the professional or liberal arts components of the program consistent with (a)1 above. The professional component of the undergraduate program shall be aligned with the Professional Standards for Teachers as specified in N.J.A.C. 6A:9-3:3 and shall provide students, normally beginning in sophomore year, with practical experiences in an elementary, middle or secondary school setting. These opportunities shall increase in intensity and duration as the student advances through the program and culminate with a student teaching experience; and

(5) A student teaching experience. School districts have a responsibility, as part of the continuum of professional education and development, for accepting and placing student teachers. This shall be the equivalent of a full-time experience of one semester’s duration and shall be included within the professional component. The student teacher shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.
VI. OVERVIEW OF FIELD EXPERIENCES AT KEAN UNIVERSITY

Over the course of the professional educational sequence at Kean University, students complete 14 semester hours in field-based education. The sequential experiences become increasingly complex and demanding as students continue through the teacher education program. Clinical experiences in schools and districts are designed to complement the university course work and each serves as a prerequisite to the next level of field-based education. The goal of the field experience 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 experiences in which students participate each semester. The clinical experience is a collaborative effort, one that involves the university student, the cooperating teacher, and the university supervisor. These three individuals make up the clinical or field experience 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 university supervisor nurturing and supporting the field experience student.

The following several pages contain charts that display the component similarities as well as contrasts among the three separate and distinct professional field experiences at Kean University and the different time and place requirements for each level of field work.
OVERVIEW OF FIELD EXPERIENCES

Goal: Developing Informed, Dynamic Professionals

INTRODUCTORY FIELD EXPERIENCE

Objectives: to observe and analyze actual classroom instruction using CCSS, NJCCS, and NJPTS*, to assess personal aptitude for teaching, to gain an overview of education as a profession

Field Application: arranged by course instructor

Duration: 6 days, 3 days urban setting/3 days suburban setting

Requirement: observation and analysis; reflective journal; philosophical statement and contextual factors paper.

Orientation: in class by instructor

Supervised by: course instructor and cooperating teacher

Assessment Reports: Introductory Field Experience Performance Competency Assessment; and Teacher Work Sample Portfolio Assessment

Registration: in one of the following: EC 2900, EMSE 2800, 2801, 2802, PED 2800, FA 2900, MUS 2900, SPED 2120

Prerequisites: 3.0 GPA (effective 9/1/12 for new students and new transfer students); ENG 1030; COMM 1402; negative Mantoux Test

Recommendation: upon completion of 60 credits initiate substitute certification.

PREPROFESSIONAL FIELD EXPERIENCE

Objectives: to prepare lesson plans aligned with CCSS, NJCCS, and NJPTS*, to assume limited teaching responsibilities in the classroom setting, to assess readiness for professional internship

Field Application: Due to TPC on Feb. 1 for following Fall and Summer semesters; Apr. 1 for following Spring and Winter semesters.

Duration: one or two semesters for a total of 15 days; requirements vary by department. Early Childhood majors are required to perform in two (2) placements.

Requirement: interactive planning and participation in small group/whole class instruction; reflective journal, lesson plans aligned with CCSS, NJCCS, and NJPTS*, and mini-Teacher Work Sample are required. Register, take and pass Praxis II Test for area(s) of certification BEFORE performing professional internship.**

Orientation: Wed(Kean Ocean)/Thurs.(Union) before start of semester 1:30-4:30p.m (tentative). Attendance is mandatory.

Supervised and Assessed by: cooperating teacher and assigned university supervisor

Assessment Reports: Preprofessional Field Experience Performance Competency Assessment: Field Experience Narrative Report; and Teacher Work Sample Portfolio Assessment

Registration: in one of the following: EC 3400; EMSE 3800, 3801, 3802; FA 3902, 3903; MUS 3311, 3321; PED 3690, 3691; SPED 3001

Prerequisites: Meet qualifying scores of PRAXIS I, acceptance into program; 3.0 GPA (effective 9/1/12 for new students and new transfer students); completion of introductory field experience and 60 semester hours of course work; No Ds, Fs or INCs in professional educ. coursework; negative Mantoux Test; specific prerequisites as determined by department and program

Recommendation: substitute certification

**ALL students must meet the College of Education Praxis I & II test requirements. Students must submit a photocopy of their Examinee Score Report(s) showing a passing Praxis II score(s) to the Teaching Performance Center by the posted deadlines.

PROFESSIONAL INTERNSHIP

Objectives: to integrate educational theory into classroom practice, to develop self-evaluation and reflection skills, to assess readiness for classroom teaching responsibilities

Field Application: Due to TPC on Feb. 1 for following Fall and Summer semesters & April 1 for following Spring and Winter semesters.

Duration: full day every day, full week, full semester

Requirement: actual classroom teaching under the supervision of cooperating teacher and supervisor; reflective journal, daily written lesson plans aligned with CCSS, NJCCS & NJPTS*, a video tape presentation, and completion of Teacher Work Sample.

Orientation: Wed(Kean Ocean)/Thurs.(Union) before start of semester 9:30 a.m. -12:00 (tentative). Attendance is mandatory.

Supervised and Assessed by: cooperating teacher and assigned university supervisor

Assessment Reports: Professional Internship Field Experience Performance Competency Assessment; Video Analysis: Field Exp. Narrative Report; and Teacher Work Sample Portfolio Assessment

Registration: in one of the following: EC 4401, 5565; EMSE 4810, 4811, 4812, 5564; FA 4991; MUS 4301; PED 4699; SPED 4135

Prerequisites: 3.0 GPA (effective 9/1/12 for new students and new transfer students); completion of introductory and preprofessional field experiences; prerequisite courses; No Ds, Fs or INCs in professional educ. coursework; negative Mantoux Test; completion of 95 semester hours of course work. Students must meet NJ Qualifying Score(s) for the respective Praxis II Test(s) for their program PRIOR to performing the Professional Internship.**

Recommendation: substitute certification
# Teaching Performance Center

## Kean University - College of Education

### Field Experience Sequence: Time and Placement Requirements

#### Introductory, Preprofessional and Professional Internship

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Preprofessional Placement(s)</th>
<th>Preprofessional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/Elementary K-6</td>
<td>EMSE 2800 Full semester class &amp; 3 days urban 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>
</tr>
<tr>
<td>Bilingual/Elementary K-6/5-8</td>
<td>EMSE 2802 Full semester class &amp; 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802 Middle school; gr 6-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>EC 2900 Full semester class &amp; 3 days urban setting &amp; 3 days suburban setting</td>
<td>EC 3400 Preschool AND Kindergarten</td>
<td>3 days per week (3 ½ hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401 Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>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 &amp; 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 &amp; 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 &amp; 3 days urban setting &amp; 3 days suburban setting</td>
<td>FA3902 Artis/Tchr Field Exp 1; gr K-5 FA 3903 Artis/Tchr Field Exp 2; gr 6-12</td>
<td>6 hours per week; full semester</td>
<td>FA 4981 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 &amp; 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>P-12 Subject Areas: Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
<td>EMSE 2801 Full semester class &amp; 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>
## FIELD EXPERIENCE SEQUENCE: TIME AND PLACEMENT REQUIREMENTS
### INTRODUCTORY, PREPROFESSIONAL AND PROFESSIONAL INTERNSHIP

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Preprofessional Placement(s)</th>
<th>Preprofessional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
</tr>
</thead>
</table>
| M.A. Instruction & Curriculum K-6 or K-5/5-8 | EMSE 5560  
Full semester class  
3 days urban setting &  
3 days suburban setting | Not Required | Not Required | EMSE 5564  
Elementary classroom;  
gr 1-5 | Full day, five days per week, full semester |
| M.A. Instruction & Curriculum P-12 Subject Area | EMSE 5560  
Full semester class  
3 days urban setting &  
3 days suburban setting | Not Required | Not Required | EMSE 5564  
Content area classroom;  
gr 6-12 | Full day, five days per week, full semester |
| Music                                     | MUS 2900  
Full semester class  
3 days urban setting &  
3 days suburban setting | MUS 3311 Music classroom; gr K-5  
MUS 3321 Music classroom; gr 6-12 | 1/2 day per week (on Friday AM); full semester | MUS 4301  
First half – Music classroom; gr K-5  
Second Half – Music classroom; gr 6-12 | Full day, five days per week, full semester |
| School Nurse                              | Not Required | Not Required | Not Required | One day per week with school nurse AND one day per week with health educator | Full day, 2 days per week full semester |
| Speech Pathology                          | Not Required | Not Required | Not Required | Monday, Wednesday and Friday with ASHA certified teacher | Full day, full semester |
| Teacher of Students w/Disabilities P-3   | SPED 2120  
Full semester class  
½ semester various settings; ½ semester min. 30 hours | SPED 3001  
Regular ed preschool or K classroom | 1 day per week; full semester | SPED 4135  
*Special education inclusion setting; gr 1-3 | Full day, five days per week, full semester |
| Teacher of Students w/Disabilities K-6   | SPED 2120  
Full semester class  
½ semester various settings; ½ semester min. 30 hours | SPED 3001  
Regular ed elementary classroom; gr K(full day)-5 | 1 day per week; full semester | SPED 4135  
*Special education inclusion setting; gr K(full day)-5 | Full day, five days per week, full semester |
| Teacher of Students w/Disabilities K-6/5-8 | SPED 2120  
Full semester class  
½ semester various settings; ½ semester min. 30 hours | SPED 3001  
Content area, regular ed classroom, gr 6-8 | 1 day per week; full semester | SPED 4135  
*Special education inclusion setting; gr K(full day)-5 | Full day, five days per week, full semester |
| Teacher of Students w/Disabilities P-12 Subject Area | SPED 2120  
Full semester class  
½ semester various settings; ½ semester min. 30 hours | SPED 3001  
Content area, regular ed classroom; gr 6-12 | 1 day per week for the entire semester | SPED 4135  
Content area classroom;  
*Special education inclusion setting; gr 6-12 | Full day, five days per week, full semester |

*Preferred Placement*
**Field Experience Eligibility Requirements**

+ 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

**Preprofessional Field Experience Requirements** (all Preprofessional field experiences require admittance into a College of Education program).

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req’d</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem-Mid – UG/CERT (EMSE3000)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400 or EMSE 3403</td>
<td>EMSE 3410</td>
<td></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>EMSE 3430</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 grade of B- required</td>
</tr>
<tr>
<td>Elementary/Middle — UG (EMSE 3902)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3300</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>TESL – CERT* (EMSE 3901)</td>
<td>NA</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3410</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level I – UG/CERT* (FA 3902)</td>
<td>≥ 60</td>
<td>FA 2900</td>
<td>FA 3900 &amp; EDUC 3000</td>
<td>Min grade of B- required</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>Min grade of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level I – GR (FA 3902)</td>
<td>NA</td>
<td>None</td>
<td>FA 5015</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level II – GR (FA 3903)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td>FA 5015</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Health/PE – Level I – UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2800</td>
<td>PED 3610</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>Health/PE – Level II – UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td>PED 3611</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>Music – Level I – UG/CERT (MUS 3311)</td>
<td>≥ 60</td>
<td>MUS 2900</td>
<td>MUS3310, MUS341 &amp; EDUC3000</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Music – Level II – UG/CERT* (MUS 3321)</td>
<td>≥ 60</td>
<td>MUS 3311 &amp; MUS 3310 &amp; EDUC 3000</td>
<td>MUS3320, EDUC3401 &amp; EMSE3903</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Secondary – UG/CERT* (EMSE 3801) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 65</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3401</td>
<td>EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EMSE 3903 (All prog.)</td>
<td>Min grades of B- required</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>Min grades of B- required</td>
</tr>
</tbody>
</table>

**Professional Internship Requirements** (students in ALL COE programs are required to pass the appropriate Praxis II test(s) and submit a paper copy of the passing score reports PRIOR to beginning the Professional Internship).

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req’d</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3800 &amp; EMSE 3410 &amp; EMSE 4441</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Early Childhood – UG/CERT* (EC 4401)</td>
<td>≥ 95</td>
<td>EC 3400 &amp; EC 3250 &amp; EC 3300 &amp; EC 4260 &amp; EC 4300 &amp; ID 2950 &amp; ID 2955 &amp; ID 3210 &amp; ID 4240 &amp; EDUC 3000 &amp; EDUC 3400 &amp; EMSE 3400 &amp; EMSE 3903</td>
<td>EC 4000</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Early Childhood – Graduale (EC 5505)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5100 &amp; EC 5230 &amp; EC 5275 &amp; EC 5320 &amp; EC 5500</td>
<td>Must maintain 3.0 GPA</td>
<td></td>
</tr>
<tr>
<td>Elementary ED – UG/CERT (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE3000 &amp; EMSE3123 &amp; EMSE3140 &amp; EMSE3903</td>
<td>EMSE 4900</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Elementary/Middle &amp; Elem. /Mld. 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 5551</td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>TESL – CERT (EMSE 4801/4811)</td>
<td>NA</td>
<td>EMSE 3801</td>
<td>EDUC 4000, ENG 4159 or 5159</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Instruction &amp; Curriculum – GR (EMSE 5554)</td>
<td>≥ 18</td>
<td>EMSE 5560 &amp; EMSE 5340 &amp; EMSE 5314 or EMSE 5315 &amp; EMSE 5323 &amp; EMSE 5330</td>
<td>EDUC 4000</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>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Fine Arts – GR (FA 4991)</td>
<td>≥ 18</td>
<td>FA 3903 &amp; FA 5016</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Health/PE – UG/CERT* (PED 4699)</td>
<td>≥ 95</td>
<td>PED 3691 &amp; PED 1500 &amp; PED 2500 &amp; PED 3611 &amp; EDUC 3000 &amp; EDUC 3401 &amp; EDUC 4000</td>
<td>PED 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 4001</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Secondary – UG/CERT (EMSE 4801/4811) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 95</td>
<td>EMSE 3801 &amp; EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EMSE 3401 (All prog.)</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities – UG/CERT (SPED 4135)</td>
<td>≥ 95</td>
<td>SPED 3001 &amp; all other professional education courses</td>
<td>SPED 4200 OR EDUC 4600 for K-12 candidates</td>
<td>Min grades of B- required</td>
</tr>
</tbody>
</table>
VII. INTRODUCTORY FIELD EXPERIENCE

A. Description

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

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

B. Department Courses Designated as Introductory Field Experience

The following department courses begin the sequence of field experiences and are designated as introductory.

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Location</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary Education</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-3901</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>Hennings Hall, Rm 423</td>
<td>908-737-3775</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-3901</td>
</tr>
<tr>
<td>Elementary/Middle Education</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-4001</td>
</tr>
<tr>
<td>Fine Arts Education</td>
<td>Vaughn-Eames, Rm. 424</td>
<td>908-737-4403</td>
</tr>
<tr>
<td>Instruction in Subject Areas P-12 (Biology, Chemistry, English, Earth Science, ESL, History, Mathematics, Spanish Theatre)</td>
<td>Hutchinson Hall, Rm 330</td>
<td>908-737-4001</td>
</tr>
<tr>
<td>Music Education</td>
<td>Wilkins Theater, Rm. 121</td>
<td>908-737-4339</td>
</tr>
<tr>
<td>Physical Ed./Health Ed.</td>
<td>D’Angola Hall, Rm. 205</td>
<td>908-737-5503</td>
</tr>
<tr>
<td>Post-Baccalaureate Program</td>
<td>Hennings Hall, Rm. 214</td>
<td>908-737-3800</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities</td>
<td>Hennings Hall, Rm 318</td>
<td>908-737-3860</td>
</tr>
</tbody>
</table>

D. Student Outcomes at the Introductory Level

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

1. demonstrate proficiency in spoken (oral) English and the language of instruction.
2. demonstrate proficiency in written English and the language of instruction.
3. analyze and reflect on his/her personal motivation for choosing teaching as a profession.
4. identify, describe, and analyze the characteristics of a diverse/inclusive classroom.
5. describe and analyze characteristics of effective teaching.
6. gain knowledge of current influences on curriculum decisions including national standards and the Common Core State Standards (Language Arts & Literacy and Math) (2010).
7. identify the active roles of the classroom teacher.
8. understand the dynamics of the classroom as it impacts on the educational process.
9. assess the impact on the classroom of the school, community and larger society.
VIII. INTRODUCTORY FIELD PLACEMENTS

Two important factors in the development of a successful field experience program are: 1) the availability of effective cooperating schools for field experience, and 2) the matching of cooperating teachers and university students. The following general policies are intended to help ensure that sound procedures are used in the selection of the cooperating schools and in the assignment of field experience students and faculty members to those schools.

A. Selection of Cooperating Schools

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

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

   a. A sound and innovative curriculum based on the Common Core State Standards (Language Arts & Literacy and Math) (2010) which will offer field experience students opportunities to observe and participate in classroom instruction.

   b. An administrative and teaching staff genuinely interested in teacher education at the preservice level. This includes, but is not limited to:

      1) a willingness to participate in programs necessary to prepare for service as a cooperating school.

      2) a willingness to provide appropriate learning experiences for field experience students.

      3) a willingness to work collaboratively with Kean University staff members in the development of a sequential field experience program.

      4) a willingness to select cooperating teachers who meet the criteria of Kean University and practice the NJ Professional Teaching Standards.

B. Selection of a Professional Development School

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

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

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

**Professional Development School Sites**

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

<table>
<thead>
<tr>
<th>High School Sites</th>
<th>Special Education Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linden: Linden High School</td>
<td>Morris-Union Jointure Commission: Developmental Learning Center</td>
</tr>
<tr>
<td>Plainfield: Plainfield High School</td>
<td></td>
</tr>
<tr>
<td>Rahway: Rahway High School</td>
<td></td>
</tr>
</tbody>
</table>

**C. Placement Procedures**

1. Introductory field placements are made through a cooperative and mutual agreement 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.

2. Within the contextual framework of its informed, dynamic professional model, field-based experiences are designed to provide teacher candidates with an education sequence for their participative study of learning, teaching and schools. The faculty and staff of the College of Education endorse clinical placements in multicultural districts and diverse 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. Placements are made in public school settings with cooperating teachers who meet the criteria as stated.
4. Placements are made in schools which satisfy accreditation requirements of the New Jersey Department of Education.

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

6. If there are special placement considerations requested, they are to be made in writing to the director of the Teaching Performance Center by the student and/or faculty member before the end of the first week of the semester.

7. Transportation to and from the sites of all field assignments is the responsibility of the introductory field student.

8. Placement of introductory field students at their place of employment, if employed by a school district/school/agency, is at the discretion of the course instructor.

D. Selection of a Cooperating Teacher

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

To serve as a cooperating teacher, a teacher must:

1. have been approved by the principal and/or the district;
2. hold a valid standard New Jersey teaching certificate authorizing him/her to teach in the field and/or grade level;
3. have completed at least three (3) years of successful classroom teaching experience including one within the district;
4. have a thorough knowledge of the subject matter and use such knowledge to create multiple learning experiences for students;
5. demonstrate positive language and effective classroom management strategies;
6. appreciate individual differences, show respect for diverse talents of learners and be committed to helping them develop self-confidence and competence;
7. plan instruction based on knowledge of subject matter, of students, and of curriculum goals and models and the Common Core State Standards (Language Arts & Literacy and Math) (2010);
8. demonstrate excellence in teaching and communication skills;
9. be a lifelong learner who seeks opportunities for continued growth;
10. possess and exhibit high expectations for students;
11. collaborate with colleagues and parents;
12. be willing to participate in university-sponsored professional development opportunities and experiences that increase his/her expertise as a cooperating teacher and classroom instructor;
13. provide a classroom climate that allows the teacher candidate opportunities for learning and relevant experience; and
E. Responsibilities of a Cooperating Teacher

Cooperating teachers are asked to:

1. model appropriate language skills;
2. discuss instructional strategies;
3. integrate the university student into the activities of the classroom;
4. provide space and materials (i.e., texts, handouts, supplies) for the university student to use during the period of observation/participation;
5. teach lessons that demonstrate effective classroom procedures;
6. provide advice and information about classroom management and student behavior;
7. encourage the participation of the introductory field experience student in classroom activities;
8. promote the professionalization of teaching;
9. help the university student to evaluate his/her commitment to teaching;
10. reinforce the awareness of state and national standards and initiatives including Common Core State Standards (Language Arts & Literacy and Math)(2010); and
A. Registration

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

1. A student must consult with his or her educational program advisor to ensure that he or she registers for the correct field experience course and section number and receives transcript credit. A listing of the Introductory course numbers is found on page 12.

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

B. State of New Jersey Requirements for Educators

1. Mantoux Test (Required)

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

2. Reporting Child Abuse in New Jersey (Required)

An introductory field experience student should find out from his/her cooperating teacher or school principal the child abuse 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 this information immediately to the Division of Youth and Family Services (DYFS). From 9:00 AM to 5:00 p.m. weekdays. Reports of child abuse and neglect can made to the local DYFS district office. There is at least one district office in every county. The hotline number (800-792-8610) is available 24 hours a day, seven days a week.

Any person who, pursuant to the law, reports child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action.

Any person who knowingly fails to report suspected abuse or neglect pursuant to the law or fails to comply with the provisions of the law is considered disorderly and is subject to a fine of up to $1,000 or up to six months imprisonment or both.

3. Criminal History Background Check

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

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

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

4. Disqualifying Offenses

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

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

The disqualifying crimes/offenses include:

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

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

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

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

D. Attendance and Punctuality

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

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

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

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

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

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

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

E. Reporting an Accident/Incident

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

1. Notify the school/district where injury happened.
2. Notify Kean University Health Services at 908-737-4880 as soon as possible following the incident or accident.
3. Complete an INCIDENT/ACCIDENT REPORT FORM available online at: www.kean.edu/ku/health-services
4. 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/Health-Services
Insurance Requirement for Students: According to New Jersey state law, every student enrolled as a full-time student at a public or private institution of higher education in this state must maintain health insurance coverage. Kean University has contracted with United Healthcare Inc. to provide Student Accident and Sickness coverage. Any questions that you may have pertaining to this policy or a specific claim can be directed to 1-800-505-4160. A website, which includes a description of benefits, frequently asked questions, applications, and listing of network physicians, is available at www.firststudent.com. For information on how to waive the insurance, please visit:

www.kean.edu/KU/Health-Services-Insurance-Requirement

F. Accommodations Policy

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

G. Snow or Inclement Weather

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

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

H. Strike Threatened at the Site of the Field Experience

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

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

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

I. Removal of a Field Experience Student

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

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

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

J. Assessment and Grading

1. Assessment

Assessment of a student enrolled in an introductory field experience course is completed by the course instructor with appropriate feedback and comments from the cooperating teacher to whom the university student is assigned for observation.

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

2. Grading

Traditional letter grades are awarded at the completion of the introductory field experience course.

A student who intends to enter the College of Education must successfully complete an introductory field experience course (EC 2900, FA 2900, EMSE 2800, 2801, 2802, 5560, MUS2900, PED 2800, SPED 2120). Programs have different requirements for entrance; please check with the individual program for passing grade requirements.

K. Substitute Teaching

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

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

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

See Appendix Q for Frequently Asked Questions about substitute teaching.
X. THE INTRODUCTORY FIELD EXPERIENCE STUDENT

A. Responsibilities of the Introductory Field Experience Student

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

B. Activities Appropriate for Introductory Field Experience

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

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

C. Requirements of the Introductory Field Experience Semester

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

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

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

1. observation and analysis of activities within suburban and urban classrooms;
2. initiating and maintaining a reflective journal; and
3. beginning a Teacher Work Sample Portfolio.

1. **Observation and Analysis of Activities within Suburban and Urban Classrooms (required)**

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

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

Some ways to focus observations include:

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

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

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

2. **Initiating and Maintaining a Reflective Journal (Required)**

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

a. what occurred and why you think an activity went well?
b. what occurred and why you think an activity did not go well?
c. what questions that may remain regarding the classroom instruction?
d. what insights did you gain?

Several suggestions for reflective journal entries follow.

During an introductory field observation, consider the following activities:

1. Talk with the cooperating teacher about his/her objective(s) for the subject matter you are observing. List the objectives and the instructional strategies.
2. Ask the cooperating teacher about his/her classroom management plan. During the observation, note and record evidence of the management plan in action. Is the classroom management plan effective?
3. Look for evidence that the Common Core State Standards (Language Arts & Literacy and Math) (2010) are being used in lessons observed.
4. Discuss with the cooperating teacher ways in which she/he adapts or adjusts lessons for varying levels of student development and learning styles. As the lesson is observed, look for evidence of those adjustments or adaptations.
5. Observe the cooperating teacher giving directions for an activity. Record what the teacher says. Observe the students and record any questions they ask and any observable evidence that the students understand or did not understand the directions.

Some Questions About Starting a Reflective Journal

Q: What is a reflective journal?
A: A journal is a written record of a person's thinking. The act of thinking/writing leads to the construction of meaning.

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

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

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

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

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

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

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


3. **Beginning Teacher Work Sample Portfolio (Required)**

Candidates enrolled in Introductory Field Experience courses are responsible for developing a Statement of Philosophy and the Contextual Factors process of the Teacher Work Sample under the direction and guidance of the course instructor. Introductory Field Experiences courses include EC 2900; EMSE 2800, 2801, 2802, 5560; FA 2900; MUS 2900; PED 2800; and SPED 2120)

An explanation of a Teacher Work Sample Portfolio, a guide to the portfolio, and other requirements can be found in Appendix E. Please refer to *A Guide to Compiling a Teacher Work Sample Portfolio Handbook*, which can be found online at [www.kean.edu/~tpc](http://www.kean.edu/~tpc) for complete instructions, processes, rubrics, and evaluation forms.

The Introductory Field course instructor will be responsible for assisting students in developing the Philosophy Statement and Contextual Factors, and reviewing and formally evaluating the Philosophy Statement and Contextual Factors using the rubrics for the Philosophy Statement and Contextual Factors and the Teacher Work Sample Portfolio Assessment form found in Section V of *A Guide to Compiling a Teacher Work Sample Portfolio Handbook*.
Transfer students who were given credit for an introductory field course at another college or university must meet with their program coordinator or designated faculty member to discuss the start of their Teacher Work Sample Portfolio.

Post-Baccalaureate students may incur problems with beginning the Teacher Work Sample Portfolio because of courses waived (i.e. introductory field) however, they are still responsible for completing a Teacher Work Sample Portfolio. Post-Bac students are to be given information about completing the Teacher Work Sample Portfolio at the time of entry into the certification program.

Elementary, Middle & Secondary Education and Early Childhood graduate students who are seeking initial teacher certification are also responsible for completing an Teacher Work Sample Portfolio and will be given information on the Teacher Work Sample Portfolio process through their respective program.

An Introductory student's Teacher Work Sample Portfolio will be scored by the Level I course instructor as follows:

18 - 20    Accomplished
15 - 17    Capable
12 - 14    Developing
11 - 8     Beginning – Needs Revision
<8         Unacceptable

A minimum score of 3 is required for each process.
XI. APPLICATION PROCEDURES FOR FIELD EXPERIENCE SEQUENCE

Preprofessional & Professional Field Experiences

Students wishing to apply for Preprofessional Field Experience and Professional Internships in their program area are expected to:

1. Complete both sides of the application card available at the Teaching Performance Center, HH 215.
2. Complete a Personal Data Sheet by accessing the form on the Teaching Performance Center’s website: http://www.kean.edu/~tpc. Select Personal Data Sheet.
   OR
   Recreate the Personal Data Sheet using a personal computer and word processing application such as Microsoft Word or WordPerfect.
   After printing/recreating the date sheet, make four (4) copies for submission with application.
3. Sign and date the application card.
4. Complete, sign and date the blue Eligibility Checklist.
5. Check with your program advisor to determine prerequisite or corequisite courses and eligibility for field work.
6. Secure the signature of your designated program advisor on both the application card and the eligibility checklist. The application card must bear this signature to be accepted by the Teaching Performance Center. See Advisement Sheet (Appendix A) for name, address and telephone number of specific program advisors.
7. Return the completed application card, the four (4) copies of the personal data sheet and the eligibility checklist on or before February 1 for the following fall placements, and April 1 for the following spring placements. Students in programs other than Health & Physical Education must be admitted to their education program before submitting their applications. Transfer students and special cases must return applications for spring placement by September 15.
8. Register for the appropriate preprofessional field experience course.
9. Attend Orientation to Preprofessional Field Experience which is normally held the Thursday before the start of the semester of field experience.

Students must be admitted into the College of Education or have begun the admission process prior to making application for Preprofessional Field Experience/Professional Internship.

A student seeking Bilingual Teacher Certification will be recommended only for field experience placement, preprofessional and the internship, when documented evidence of satisfactory scores on written and oral proficiency tests are presented along with the field experience application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency as the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.
PRAXIS II REQUIREMENT

The College of Education requires that a professional internship student meet NJ Qualifying Score(s) for the respective Praxis II Test for the teacher certification that he/she is seeking before he/she can participate in the final internship field experience.

Students seeking ESL licensing will be required to pass the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14.

Bilingual K-6 candidates are required to pass the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14. Bilingual K-6, 5-8 candidates are required to pass both the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 and the 5-8 content area Praxis II.

Early Childhood candidates are required to pass both the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 AND the Early Childhood Content Knowledge Test.

Elementary/Middle K-6/5-8 candidates are required to pass both the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 AND the Middle School Content Praxis II for their academic content 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 meet NJ Qualifying Score(s) for both the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14 AND the Middle School Content Praxis II for their academic content area. TSD students seeking P-3 Certification are only required to pass the Early Childhood Content Knowledge test.

It is the candidate’s responsibility to schedule and meet NJ Qualifying Score(s) for the appropriate Praxis II test(s) within the appropriate timeframe. A student must submit official evidence of successful Praxis II NJ Qualifying Score(s) to the Teaching Performance Center by August 1 for fall semester placement or November 1 for spring semester placement.

Score results/reports are available online for a short period of time. It is recommended for a student to download the report to his/her computer and print out several copies of the report for future use. For more information, see Appendix M.

A student who has not met the NJ Qualifying Score(s) on the Praxis exam(s) at the time of application for field work must attach a copy of the ETS admission ticket(s). Subsequently, qualifying scores must be submitted to the Teaching Performance Center by the appropriate deadline (August 1 for the fall semester; November 1 for the spring semester).
# APPENDICES

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# ADVISEMENT SHEET:
PROFESSIONAL INTERNSHIP/PREPROFESSIONAL FIELD EXPERIENCE

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<td>EARLY CHILDHOOD</td>
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<td>HH419, 737-3809</td>
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<td>(Undergraduate &amp; Post-Baccalaureate)</td>
<td>Dr. Sonja DeGroot-Kim (UG &amp; PB)</td>
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<td>Mr. Patrick Ippolito</td>
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<td>(Undergraduate)</td>
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<td>VE424, 737-4403</td>
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<td>T116, 737-3390</td>
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<td>908-737-4135</td>
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<td>TEACHER OF STUDENTS WITH DISABILITIES</td>
<td>Ms. Rachel Evans</td>
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<td>908-737-4428</td>
<td>Dr. Martin Shulman</td>
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<td>Mr. Robert Colangelo</td>
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<td>SPEECH PATHOLOGY</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 Preprofessional (junior) field experience as well as a full semester of Professional Internship/student teaching. These field experience settings are selected so that cultural diversity and the education of exceptional populations are addressed. Graduate education majors are required to complete embedded field experiences within course work as well as the professional internship.

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

COE Policy 1.22  Admission to Preprofessional Experience

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

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

Revised 08/01/12  Approved by Field Advisory Committee
08/30/12 Approved by Administrative Council

COE Policy 1.23  Placement for Preprofessional Experience

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

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

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

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

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

COE Policy 1.24 Preprofessional Experience Waivers

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

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

COE Policy 1.25 Admission to Professional Internship

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

1. Undergraduate Students

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

b. A minimum of 95 credit/semester hours completed.

c. Effective September 1, 2012 new students and new transfer students are required to have achieved a minimum 3.0 cumulative GPA or above from all institutions attended and at Kean University.

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

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

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

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

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

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

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

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

d. Grades in education courses B or better.

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

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

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

COE Policy 1.26 Placement for Professional Internship

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

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

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

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

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

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

**COE Policy 1.27 Selection of Professional Internship/Student Teaching Sites**

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

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

**COE Policy 1.28 Professional Internship Schedule**

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

Revised 10/3/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02

**COE Policy 1.29 Employment and Outside Activities During the Professional Internship**

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

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

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

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

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

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

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

COE Policy 1.31 Job Action at Site of Field Experience Placement

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

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

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

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

COE Policy 1.32 Field Experience Requirement

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

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

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

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

Application to repeat one field experience course (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 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 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 only accepts visiting professional interns from other NCATE/CAEP approved institutions for guest placements during the final semester of the Professional Internship.

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

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

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

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

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

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

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

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

COE Policy 1.37 Criminal History Background Check

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

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

COE Policy 1.38 Praxis Exam Required

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

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

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

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

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

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

PROFESSIONAL ETHICS

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

CODE OF ETHICS OF THE EDUCATION PROFESSION

PREAMBLE

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

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

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

PRINCIPLE I

Commitment to the P-12 Student

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

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

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

PRINCIPLE II
Commitment to the Profession

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

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

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

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator 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.
New Jersey Professional Standards for Teachers Alignment with InTASC
NJAC 6A:9-3 (effective May 5, 2014)

Background

On April 1, 2014, the State Board of Education adopted updated Professional Standards for Teachers and School Leaders. The standards are listed below and the Department has also provided this Overview of the Professional Teaching Standards. Text in bold red type indicates additions and changes to the 2011 InTASC Model Core Teaching Standards to adapt them to our state context. Annotations about the changes are in blue type.

Professional Standards for Teachers

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.
(c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.
(d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

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

The Learner and Learning (Standards 1-3)

1. Standard One: Learner Development
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/her learning.
(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.
(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

2. Standard Two: Learning Differences
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 (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

April 2014
(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.

(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. (from 2004 NJ Standard 7.6 and 7.8)

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. (2004 NJ Std 7.2)

(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.

(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/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.

(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.
3. **Standard Three: Learning Environments**

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.

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.

6. The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene. (addition based on NJ legislation)
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.

(4) The teacher seeks to foster respectful communication among all members of the learning community.

Content Knowledge (Standards 4-5)

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/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.

(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) s/he 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) s/he teaches.

(6) The teacher understands that literacy skills and processes are applicable in all content areas and helps 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. (2004 NJ Std 1.3)

(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. (2004 NJ Std 1.4)

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. S/he 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/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.

(5) The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life. (from 2004 NJ Std 1.6)

5. Standard Five: Application Of Content
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 (e.g., 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 (e.g., financial literacy, 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.

(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/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 (e.g., 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 (e.g., 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.

(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/her own content area and how such knowledge enhances student learning.

(3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Instructional Practice (Standards 6-8)


The teacher understands and uses multiple methods of assessment to engage learners in 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.

(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.

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(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.

(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.

### 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.

(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 (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

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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. (to align with NJ special education priorities)

(6) The teacher knows when and how to adjust plans based on assessment information and learner responses.

(7) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, 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.

(4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

8. Standard Eight: Instructional Strategies
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/her role in the instructional process (e.g., instructor, facilitator, coach, 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 meta-cognitive 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.

(9) The teacher asks questions to stimulate discussion that serves different purposes (e.g., 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 (e.g., critical and creative thinking, problem framing and problem solving, invention, 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, 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.
Professional Responsibility (Standards 9-11)


[Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

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/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 (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

(4) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

[Note: InTASC 9 Performances (e-f) moved to NJ Standard 11 Performances (1) and (2)]

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/her practice and to plan for adaptations/adjustments.

(2) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

(3) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

[Note: InTASC 9 Essential Knowledge (i-j) moved to NJ Standard 11 Essential Knowledge (3) and (4)]

iii. Critical Dispositions

(1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

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.

1. 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.

(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.

(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/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.

(5) The teacher embraces the challenge of continuous improvement and change.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)

[Note: InTASC has no eleventh standard. This one is derived from the 2004 NJ Std. 11 on Professional Responsibility]

i. Performances

(1) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (moved from 2011 InTASC 9(e))

(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. (moved from 2011 InTASC 9(f))

(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; (2004 NJ Std. 11iii(1))

(4) The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispense such
information only when prescribed or directed by federal and/or state statutes or accepted professional practice. (2004NJ Std 11iii(2))

(5) The teacher maintains professional relationships with students and colleagues. (2004 NJ Std 11iii(3))

(6) The teacher provides access to various points of view without deliberate distortion of subject matter. (2004 NJ Std 11iii(4))

(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. (2004 NJ Std 11iii(5))

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. (moved from 2011InTASC 9(j))

(2) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, responding to harassment, intimidation, bullying and suicide.) (Moved from 2011InTASC 9(j); language added to align with HIB statute)

(3) The teacher understands his/her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements. (2004 NJ Std 11i(1))

(4) The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues. (2004 NJ Std 11i(2))

iii. Critical Dispositions

(1) The teacher recognizes that an educator’s actions reflect on the status and substance of the profession. (2004 NJ Std 11i(1))

(2) The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom as well as an employee vested with the public trust. (2004 NJ Std 11i(2))

(3) The teacher recognizes, respects and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately. (2004 NJ Std 11i(3))

(4) The teacher recognizes their obligation to the profession of teaching and not engaging in any conduct contrary to sound professional practice and/or applicable statutes, regulations and policy. (2004 NJ Std 11i(4))

For More Information
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APPENDIX E
Kean University
College of Education
A GUIDE FOR COMPILING A TEACHER WORK SAMPLE PORTFOLIO

A. What is a Teacher Work Sample Portfolio?

A Teacher Work Sample Portfolio documents the candidates’ achievements over the course of a teacher preparation program at Kean University at the core of which is the impact the candidate has on P-12 student learning. It includes, the Teacher Work Sample (TWS) files that demonstrates evidence of P-12 student learning. The TWS must show satisfactory achievement of the learning outcomes of the College of Education and the candidates’ program of study, as well as evidence of P-12 student learning. The format of the Teacher Work Sample Portfolio may be traditional print and/or electronic multimedia file.

During the Introductory and Preprofessional Field Experiences each candidate will be responsible for completing certain processes of the Teacher Work Sample Portfolio. Interns will complete an entire Teacher Work Sample Portfolio during the Professional Internship.

B. Instructions for Compiling Teacher Work Sample Portfolio

The candidates’ Teacher Work Sample Portfolio must provide evidence of achievement of learning outcomes of both the College of Education (COE) and the candidates’ academic program, as well as his/her impact on P-12 student learning. Individual programs may have additional learning outcome requirements listed in their program guidelines. The candidates’ Teacher Work Sample Portfolio should be developed in consultation with program faculty, supervisor or clinical instructor.

Please refer to A Guide to Compiling a Teacher Work Sample Portfolio Portfolio on the College of Education website: www.kean.edu/~coe for complete instructions, processes, rubrics, and evaluation forms.

Every Teacher Work Sample Portfolio is to include the following components:

- A statement of ownership. Complete a cover page that includes (a) name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) university, (f) course number and title, (g) names of clinical instructor and cooperating teacher, and (h) name of school district.

- A Table of Contents that lists the sections and attachments contained within the Teacher Work Sample Portfolio with page numbers.

- A one-page Introduction to the Teacher Work Sample portfolio.
  - A scoring rubric for the Introduction can be found in A Guide to Compiling a Teacher Work Sample Portfolio Portfolio on the College of Education website: www.kean.edu/~coe.

- A Philosophy Statement that addresses the candidate’s view of the essence of education based on documentation and experience and supported by research. The focus should be the P-12 student and how the classroom can help develop the P-12 student into an effective citizen based on what has been learned at Kean University. The statement should be built around the SPECTRUM model of the College of Education based on knowledge, skills and
dispositions/values. The statement should be kept to a readable length of no more that two to three double-spaced pages. The student should be prepared to discuss this statement in detail with an instructor.

- A scoring rubric for the Philosophy Statement can be found A Guide to Compiling a Teacher Work Sample Portfolio Portfolio on the College of Education website: www.kean.edu/~coe.

- Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the portfolio/TWS document. Other attachments, such as student work, may be provided. However, be very selective and make sure the attachments provide clear, concise evidence of how performance is related to TWS standards and the students’ learning progress.

- Narrative length. A suggested page length for the narrative is given at the end of each component section. There is some flexibility of length across components, but the total length of the written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.

- References and Credits (not included in total page length). If another person’s ideas or material are referred to in the narrative, cite them in a separate section at the end of the narrative under References and Credits. Any standard form for references may be used; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled “Publication Manual of the American Psychological Association”).

- Anonymity. In order to insure the anonymity of students in the class, do not include any student names or identification in any part of the TWS.

C. Implementation of the Teacher Work Sample Portfolio

Please refer to A Guide to Compiling a Teacher Work Sample Portfolio Portfolio on the College of Education website: www.kean.edu/~coe for complete instructions, processes, rubrics, and evaluation forms.

The Assignment
The Teacher Work Sample contains seven teaching processes identified by research and best practices as fundamental to improving P-12 student learning. Each Teaching Process is followed by a Teacher Work Sample Standard, the Task, Requirements, and a Rubric that defines levels of performance on the standard. The Standards and Rubrics will be used to evaluate each Teacher Work Sample. The Requirements help to document the extent to which each of the standards have been met.

Each intern is required to teach a comprehensive unit. Before teaching the unit, contextual factors will be described and learning goals identified based on New Jersey or district content standards. An assessment plan will be created to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and a plan for instruction developed. After teaching the unit, student learning will be analyzed and then instruction will be reflected upon and evaluated as related to student learning.
Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each P-12 student’s strengths, needs, and prior experiences. Through this performance assessment, candidates provide credible evidence of their ability to facilitate learning by meeting the following Teacher Work Sample standards:

- The candidate uses information about the learning-teaching context and P-12 student individual differences to set learning goals and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate learning goals.
- The candidate uses multiple assessment modes and approaches aligned with learning goals to assess P-12 student learning before, during, and after instruction.
- The candidate designs instruction for specific learning goals, P-12 student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of P-12 student learning, to make instructional decisions.
- The candidate uses assessment data to profile P-12 student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and P-12 student learning in order to improve teaching practice.

D. Candidate Responsibilities

Please refer to A Guide to Compiling a Teacher Work Sample Portfolio on the College of Education website: www.kean.edu/~coe for complete instructions, processes, rubrics, and evaluation forms.

Level I: Introductory Field Experience Students

Candidates enrolled in Introductory Field Experience courses are responsible for developing a Statement of Philosophy and the Contextual Factors process of the Teacher Work Sample under the direction and guidance of the course instructor. Introductory Field Experiences courses include EC 2900; EMSE 2800, 2801, 2802, 5560; FA 2900; MUS 2900; PED 2800; or SPED 2120.

The Introductory Field course instructor will be responsible for assisting students in developing the Philosophy Statement and Contextual Factors, and reviewing and formally evaluating the Philosophy Statement and Contextual Factors using the rubrics for the Philosophy Statement and Contextual Factors and the Teacher Work Sample Portfolio Assessment form found in Section V.

Transfer students who were given credit for an introductory field course at another college or university must meet with their program coordinator or designated faculty member to discuss the start of their Teacher Work Sample Portfolio and review artifacts.

Post-Baccalaureate students may incur problems with beginning the Teacher Work Sample Portfolio because of courses waived, i.e., introductory field; however they are still responsible for completing a Teacher Work Sample Portfolio. Post-Bac students are to be given information about completing the Teacher Work Sample Portfolio at the time of entry into the certification program.

Elementary, Middle & Secondary Education and Early Childhood graduate students who are seeking initial teacher certification are also responsible for completing an educational Teacher
Work Sample Portfolio and will be given information on the Teacher Work Sample Portfolio process through their respective program.

**Level II: Preprofessional Field Experience Students**

Candidates enrolled in co-requisite courses with the Preprofessional Field Experience are responsible for developing a Mini-Teacher Work Sample that includes the following processes: Learning Goals, Assessment Plan, Design for Instruction, and Instructional Decision-Making. These co-requisite courses are: EC3300, EMSE3123, EMSE3210, EMSE3220, EMSE3230, EMSE3240, EMSE3250, EMSE3410, EMSE3403, FA3900/3901, FA5015/5016, MUS3310/3311, PED3610/3611, SPED3000, THE3220.

Instructors from these university courses will be responsible for continuing the development of the Mini-Teacher Work Sample Portfolio and will formally evaluate the Mini-Teacher Work Sample Portfolio.

The course instructor will be responsible for assisting students in developing the Mini-Teacher Work Sample Portfolio processes, reviewing each student’s Mini-Teacher Work Sample Portfolio and formally evaluating the Mini-Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form found in Section V.

The university supervisor/clinical instructor will support the preprofessional field experience student in the development of the Mini-Teacher Work Sample Portfolio, offering assistance and ensuring that the Mini-Teacher Work Sample processes are appropriate and reflect the SPECTRUM Model. The university supervisor/clinical instructor will not be responsible for formally evaluating the Mini-TWS portfolio at Level II.

Instructors/supervisors should use the Teacher Work Sample Portfolio Assessment Processes as a guide to summarizing a candidates' performance in each section. It is not necessary to sum the candidates' score in each descriptor to achieve a total score in each section.

**Level III: Professional Internship**

Candidates enrolled in co-requisite course with the Professional Internship are required and responsible for developing a complete Teacher Work Sample Portfolio including the seven processes outlined in Section V. These processes are: Contextual Factors, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making, Analysis of Student Learning and Reflection and Self-Evaluation. These co-requisite courses are: EC 4000; EDUC 4000; EMSE 4900; MUS 4000; PED 4610; SPED 4200; EMSE 5314 or 5561.

The capstone course instructor from each course listed above is responsible for the continued development of the Teacher Work Sample Portfolio. The capstone instructor will review each candidates' Teacher Work Sample Portfolio, providing guidance in the development and reflection of Teacher Work Sample processes and formally evaluating the Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form in the evaluation. The Teacher Work Sample Portfolio evaluation will be included in the grade for the capstone course.
Graduate students in EC 5565 and EMSE 5561 will be responsible for completing the Teacher Work Sample Portfolio.

The university supervisor/clinical instructor is responsible for reviewing and formally evaluating each candidates' Teacher Work Sample Portfolio and providing assistance in the development process and the accompanying reflections. The university supervisor/clinical instructor will use the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form in the evaluation with input from the cooperating teacher.

At Level III, the Teacher Work Sample will be evaluated by both the university course instructor AND the university supervisor/clinical instructor.

E. Evaluating the Teacher Work Sample Portfolio

Please refer to A Guide to Compiling a Teacher Work Sample Portfolio Portfolio on the College of Education website: www.kean.edu/~coe for complete instructions, processes, rubrics, and evaluation forms.

Level I

The instructor of the Introductory Field Experience course is responsible for scoring the Teacher Work Sample Portfolio using the appropriate rubrics for the philosophy statement and the Contextual Factors process and the Teacher Work Sample Portfolio Assessment form.

Students who were given credit for an introductory field course at another college or university must meet with their program coordinator or designated faculty member to discuss the start of their educational Teacher Work Sample Portfolio.

Post-Baccalaureate students may incur problems with beginning the Teacher Work Sample Portfolio because of courses waived, i.e., introductory field; however they are still responsible for completing a Teacher Work Sample Portfolio. Post-Bac students are to be given information about completing the Teacher Work Sample Portfolio at the time of entry into the certification program.

Elementary, Middle & Secondary Education and Early Childhood graduate students who are receiving initial teacher certification are also responsible for completing a Teacher Work Sample Portfolio and will be given information on the process through their respective program advisors.

The assessment of the required sections of the Level I Teacher Work Sample Portfolio has been incorporated into the Introductory Field Experience Competency Assessment.

Level II

The course instructor of the following courses: EC3300, EMSE3123, EMSE3210, EMSE3220, EMSE3230, EMSE3240, EMSE3250, EMSE3410, EMSE3403, FA3900/3901, FA5015/5016, MUS3310/3311, PED3610, 3611, SPED3000, THE3220 will be responsible for assisting students in developing the Mini-Teacher Work Sample Portfolio processes, reviewing each student's Mini-Teacher Work Sample Portfolio and formally evaluating the Mini-Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form.
The university supervisor/clinical instructor will support the preprofessional field experience student in the development of the Mini-Teacher Work Sample Portfolio processes offering assistance and ensuring that the processes and reflections are appropriate and reflect the SPECTRUM Model. The university supervisor/clinical instructor will not be responsible for formally evaluating the Mini-TWS portfolio at Level II.

Instructors/supervisors are to use the Teacher Work Sample Portfolio Assessment Processes form as a guide to summarizing a candidates' performance in each section. It is not necessary to sum the candidates' score in each descriptor to achieve a total score in each section.

**Level III**

The capstone course instructor from each program, EC 4000, EDUC 4000, EMSE 4900, MUS 4000, PED 4610 and SPED 4200, is to review candidates' Teacher Work Sample Portfolio. He/She also will provide guidance in the its continued development and formally evaluate each Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form in the evaluation. The Teacher Work Sample Portfolio evaluation will be included in the grade for the capstone course.

Graduate students in EC 5565, EC 5566, and EMSE 5561 will be responsible for completing the Teacher Work Sample Portfolio.

The university supervisor/clinical instructor is responsible for reviewing and formally evaluating each candidate's Teacher Work Sample Portfolio and providing assistance in the development of the processes and the accompanying reflections. The university supervisor/clinical instructor will use the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form in the evaluation with input from the cooperating teacher.

Instructors/supervisors should use the Teacher Work Sample Portfolio Assessment Processes form as a guide to summarizing a candidates' performance in each section. It is not necessary to sum the candidates' score in each descriptor to achieve a total score in each section.

The cooperating teacher will use the Teacher Work Sample Portfolio as a catalyst for discussion about best teaching practices. The cooperating teacher will provide input to the university supervisor/clinical instructor regarding the evaluation of the Teacher Work Sample Portfolio.

Each professional intern will have two Teacher Work Sample Portfolio evaluations, one from the university supervisor/clinical instructor and one from the capstone instructor.

**Evaluation Form Submission**

A copy of the completed Teacher Work Sample Portfolio Assessment form will be submitted to the Teaching Performance Center by the designated instructor of the Level I, II or III course.

For the professional internship, a completed Teacher Work Sample Portfolio Assessment Form will be submitted to the Teaching Performance Center by both the university supervisor/clinical instructor and the Level III course instructor.
### KEAN COE LEARNING GOALS

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>TWS Processes, Standards and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Student Learning</td>
<td>X</td>
</tr>
<tr>
<td>3. Diversity of Learning</td>
<td>X</td>
</tr>
<tr>
<td>4. Classroom Management</td>
<td>X</td>
</tr>
<tr>
<td>5. Assessment</td>
<td>X</td>
</tr>
</tbody>
</table>

### Skills

| 2. Instructional Strategies/Technologies | X | X | X | X | X | X |
| 3. Learning Environment         | X            |                |                         |                             |                             |                               |
| 4. Communication                | X            |                |                         |                             |                             | X                             |
| 5. Assessment                   | X            | X              | X                      |                             |                             | X                             |
| 6. Student Support              | X            | X              |                         |                             | X                           |                               |
| 7. Reflection and Professional Development |                |                |                         |                             |                             | X                             |

### Dispositions/Values

| 2. High Expectations               | X              |                |                         |                             |                             | X                             |
| 3. Community/Culture               | X              |                |                         |                             |                             | X                             |
| 4. Positive Climate                |                |                |                         |                             |                             | X                             |
| 5. Positive Role Model             |                |                |                         |                             |                             | X                             |
| 6. Life-long Learner               | X              |                |                         |                             |                             | X                             |

O:\KEANDOCS\Teacher Work Sample\KEAN COE LEARNING GOALS.doc
INTRODUCTORY FIELD PERFORMANCE COMPETENCY ASSESSMENT/WORKSHEET
(including the requirements of the Level I Teacher Work Sample)

Date: _____________________________  Course Instructor: _____________________________
Student Name: ___________________________  Student Status: ___ UG ___ Post-Bac ___ GR
Student Email Address: ___________________________

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

<table>
<thead>
<tr>
<th>1. Unacceptable (No Competence) Candidate demonstrates little or no competence.</th>
<th>2. Beginning (Beginning Competence) Candidate demonstrates competence with significant assistance and prompting.</th>
<th>3. Developing (Developing Competence) Candidate demonstrates developing competence with some assistance and prompting.</th>
<th>4. Capable (Competent) Candidate consistently demonstrates competence without any assistance or prompting.</th>
<th>5. Accomplished (Highly Competent) Candidate consistently demonstrates a high degree of competence functioning independently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

K=Knowledge  S=Skills  D=Dispositions
Please check any indicators that are an area of concern and explain in the comment box.

1. Speaks English and the language of instruction proficiently. (K,S)
   - [ ] Communicates fluently, clearly, correctly and expressively
   - [ ] Provides written material that is legible, cohesive, and grammatically correct
   - [ ] Organizes and clearly expresses ideas in journal entries, Level I Teacher Work Sample, and other writings

Comments:

2. Writes English and the language of instruction proficiently. (K,S)
   - [ ] Communicates fluently, clearly, correctly and expressively
   - [ ] Provides written material that is legible, cohesive, and grammatically correct
   - [ ] Organizes and clearly expresses ideas in journal entries, Level I Teacher Work Sample, and other writings

Comments:

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

Comments:

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

Comments:

OAKEANOCSVAssessments\Online Assessments\Introductory Assessment - Revised 6-10.doc
<table>
<thead>
<tr>
<th>K=Knowledge</th>
<th>S=Skills</th>
<th>D=Dispositions</th>
</tr>
</thead>
</table>

**5. Identifies, describes and analyzes the characteristics of a diverse/inclusive classroom and demonstrates a belief that all children can learn (K, D)**

- [ ] Demonstrates knowledge of the cultures within the school community
- [ ] Recognizes that there are individual learning styles and differences and believes that all children can learn through the differentiation of instruction
- [ ] Believes in helping all students to achieve success

**Comments:**

<table>
<thead>
<tr>
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<th>3</th>
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</tbody>
</table>

**6. Assesses the impact on the classroom of the school, community and larger society (K)**

- [ ] Identifies and considers contemporary issues in education
- [ ] Recognizes the social and political atmosphere in the educational setting

**Comments:**

<table>
<thead>
<tr>
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</table>

**7. Identifies connections to Professional Standards and the Learning Outcomes of the College of Education. (K, D)**

- [ ] Describes Standards and Outcomes in the Introduction to the Level I TWS
- [ ] Makes relevant connections in the Introduction to the Level I TWS between the elements of the TWS, the Standards and the Outcomes

**Comments:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
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</tr>
</tbody>
</table>

**8. Projects a professional presence. (S, D)**

- [ ] Understands and follows COE and school district policies regarding responsibilities of Introductory Field students
- [ ] Demonstrates an ability to develop rapport with professionals and students
- [ ] Exhibits a positive attitude toward teaching and an interest in learning more about the teaching profession.
- [ ] Analyzes and reflects upon his/her personal motivation for choosing teaching as a profession
- [ ] Identifies the use of NJ Professional Teaching Standards
- [ ] Level I TWS Portfolio has a coherent structure with section headers, dividers and a table of contents

**Comments:**

<table>
<thead>
<tr>
<th>1</th>
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<th>5</th>
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<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**TOTAL SCORE:**

Minimum score of 3 is required for items 1 & 2

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

**Additional Comments:**

Introductory Field instructors should submit students’ score online at [www.kean.edu/~tpc](http://www.kean.edu/~tpc).

© KEANDOCS/Assessments/Online Assessments/Introductory Assessment - Revised 6-10.doc

65
Dear Introductory Field Student:

This letter is to remind you that all undergraduate education students, including transfers, must seek admission into a teacher preparation program. Being admitted to Kean University does not guarantee admission to teacher education. In order to be admitted as a teacher education candidate you must meet the following qualifying requirements:

1. A minimum cumulative GPA of 3.0
2. A grade of “C” or better for English Composition (ENG 1030 or equivalent). (A grade of “B-” is required for Elementary, Elementary/Bilingual, Middle & Secondary Education and Teacher of Students w/Disability majors.)
3. A grade of “C” or better for Speech Communication (COMM 1402 or equivalent). (A grade of “B-” is required for Elementary, Elementary/Bilingual, Middle & Secondary Education, and Teacher of Student w/Disability majors.)
4. A grade of “C” or better for a college-level math course. (A grade of “B-” is required for Elementary, Elementary/Bilingual, Middle & Secondary Education and Teacher of Student w/Disability majors.)
5. A grade of “C” or better for a Lab Science Course, 1000 level or above. (Early Childhood, Elementary, Elementary/Bilingual, Middle & Secondary Education students are required to take BIO1000.)
6. A grade of “B-” or better for an Introductory Field course (EC 2900, EMSE 2800, 2801 or 2802, FA 2900, MUS 2900, PED 2800, SPED 2120, or equivalent)

In addition to the above academic eligibility requirements, you must also:

- Have passed a speech and hearing screening (administered through the Speech Clinic on East Campus, Room 104L. Appointments can be scheduled at www.kean.edu/~cdd )
- File an application for admission with the department.*
- Have taken and met the required scores on the Praxis I tests.

Please note that as of September 1, 2013, the Praxis I tests are called Core Academic Skills for Educators. Passing scores are:

- **Reading** (code 5712) passing score – 156,
- **Writing** (code 5722) passing score – 162,
- **Mathematics** (code 5732) passing score – 150.

Please contact your program advisor for more information or additional requirements regarding admission procedures, requirements for student teaching, and requirements for graduation and certification.

Sincerely,

Susan Polirstok, Ed.D.
Dean, College of Education

*Not applicable for post-baccalaureate teacher certification candidates. Teacher Education majors who already hold a B.A. degree are fully admitted.
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 observation.

Directions: One copy of this form must be given to your introductory course professor and to the principal of each school where an introductory field observation is being performed.

Observation Dates: ____________________________

Last Name: ____________________________ First Name: ____________________________
Address: ________________________________________________________________
City, State, Zip: _________________________________________________________
Phone: ____________________________ Email: ____________________________

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: ____________________________
Special Case in Field Experiences: Action Plan for Improvement

<table>
<thead>
<tr>
<th>Level of Field Experience:</th>
<th>Introductory</th>
<th>Preprofessional</th>
<th>Professional Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Status:</td>
<td>Undergraduate</td>
<td>Post-Baccalaureate</td>
<td>Graduate</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Program:</th>
<th>Bilingual</th>
<th>Biology</th>
<th>Chemistry</th>
<th>Early Childhood</th>
<th>Earth Science</th>
<th>Mathematics</th>
<th>Elementary</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Elem/Middle</td>
<td>English</td>
<td>Fine Arts</td>
<td>Health/PE</td>
<td>Teacher of Std w/Dis</td>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>Social Studies</td>
<td>Spanish</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| 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.

68
Field Experience Special Case: An Action Plan

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

A field experience assignment may create challenges which require identification and professional management by the Kean University supervisor. 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 Kean University supervisor.
2. The Kean University supervisor and the cooperating teacher confer to further define the problem(s).
3. The Kean University supervisor, 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 Kean University supervisor is held. The Special Case Report is completed by the University supervisor and signed by the student, the cooperating teacher and the supervisor. 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 supervisor, the director of the Teaching Performance Center is formally and directly notified by the university supervisor. The director of the Teaching Performance Center will arrange a conference with the Kean University supervisor, 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.
APPENDIX L

WHAT IS A PROFESSIONAL DEVELOPMENT SCHOOL?
The National Council for the Accreditation of Teacher Education (NCATE/CAEP) defines a Professional Development School (PDS) as a school in which the school staff and university faculty collaborate: a) to provide field experience placements and internship experiences, and b) to support and enable the professional development of P-12 teachers and university faculty. Both the university faculty and the school staff share a mutual responsibility for high-quality instruction to classroom students.

A Professional Development School at Kean University is a collaborative partnership that involves the College of Education and a local elementary, middle or high school. The central goal is to create an exemplary school environment that provides for the ongoing tasks of school renewal while seeking to serve the needs of P-12 students. A PDS provides a clinical setting for preservice education in which university students and P-12 faculty engage in professional development, promote and conduct inquiry that advances knowledge of schooling, foster parental involvement with the school, and strengthen the university-school collaboration.

The PDS partnership model at Kean includes year-long placements of cohorts of preservice teachers, guided and sequenced field experiences, preparation for cooperating teachers, team teaching, on-site seminars and courses, parent focus, preservice/inservice linkages, investigative inquiry, and reflective strategies. A university supervisor is resident at the school at least two (2) days each week, providing structure and support, as well as mentoring of preservice and entry-level teachers.

### Professional Development Schools for AY 2015*

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

<table>
<thead>
<tr>
<th>High School Sites</th>
<th>Special Education Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linden: Linden High School</td>
<td>Morris-Union Jointure Commission: Developmental Learning Center</td>
</tr>
<tr>
<td>Plainfield: Plainfield High School</td>
<td></td>
</tr>
<tr>
<td>Rahway: Rahway High School</td>
<td></td>
</tr>
</tbody>
</table>

*Subject to Change
When

Take the Praxis II 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 November 1 for Spring Internships.

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

- Students seeking ESL licensing will be required to pass the Elementary Education Multiple Subjects Praxis II Test (5001).
- Early Childhood candidates are required to pass both the Elementary Education Multiple Subjects Praxis II Test (5001) AND the Early Childhood Content Knowledge Test.
- 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 Content Multiple Subjects Praxis II Test (5001) AND the Middle School Content Knowledge exam for their academic area, beginning September 1, 2012.
- It is the candidate’s responsibility to schedule and meet the NJ Qualifying Score(s) for the appropriate Praxis II test within the appropriate timeframe. A student will not be able to participate in the professional internship without submitting a paper copy of all pages of his/her Examinee Score Report showing passing Praxis II scores to the Teaching Performance Center in Hennings Hall 215.
- Information on Praxis II 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, ESL students take and meet the NJ Qualifying Score(s) for the Elementary Education Multiple Subjects Praxis II Test (5031) and 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.

Several tests are now offered in a computer format. See Praxis Test and Score(s) (Appendix U) 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 II score reports are now only available online in pdf format; ETS will no longer mail a copy to your home. Scores are only available online for 45 days from the initial publishing date. It is important to download a copy to your computer AND print out several copies for your records. You can email the Teaching Performance Center at tpc@kean.edu and attach the pdf of your score report to meet the Praxis II 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
  - Elementary Ed. Multiple Subjects Test: Contact the Dean’s office at 908-737-3750.
  - Secondary education students should contact their major department for review sessions

- Summer Workshop – 6 weeks – Fee Required
  - Contact Dean’s office at 908-737-3750.

- Exam Edge Online Praxis I and II Preparation Program
  examedge@kean.edu
  - Send an email from your Kean email address.
  - Include the PRAXIS you need and your Kean Student ID#.

- Practice Read
  - Buy Princeton Review OR Barron’s Test books, ETS or other commercial materials
  - Read the NY Times Science section
  - Review your class notes

- Review and download Tests at a Glance information including sample questions from the Teaching and Learning website at www.teachingandlearning.org. Tests at a Glance booklets can be ordered from ETS by calling 609-771-7395.

EXTREMELY IMPORTANT

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

If you take the Praxis II 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 II 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 Examinee 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 II Test(s)</th>
<th>Test Code</th>
<th>Current NJ Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Bilingual/Elementary Education (K-6)</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts</td>
<td>5001</td>
<td>---</td>
</tr>
<tr>
<td>Bilingual/Elementary-Middle (K-6, K-6/5-8) (dual certification)</td>
<td>Mathematics</td>
<td>5002</td>
<td>157</td>
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<td></td>
<td>Social Studies</td>
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<tr>
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<td>Science</td>
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<td>159</td>
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<td></td>
<td>AND</td>
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<td>Early Childhood (P-3) (GR &amp; CT)</td>
<td>Early Childhood: Content Knowledge</td>
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<td>Elementary Education K-6 (computerized only)</td>
<td>Elementary Education Multiple Subjects Test: Reading &amp; Language Arts</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>K-6/5-8 (dual certification)</td>
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<td>required)</td>
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<td>Earth Science (P-12 Subject Area)</td>
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<td>(both tests required)</td>
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<td>General Science: Content Knowledge</td>
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<td>Spanish (P-12 Subject Area)</td>
<td>Spanish: World Languages</td>
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<td>Speech Arts and Theatre (both tests required)</td>
<td>Speech Communication: Content Knowledge</td>
<td>5221</td>
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<td>Theatre AND</td>
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<td>Teacher of Students w/Disabilities (TSD)</td>
<td>No test currently required for licensing.*</td>
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<td>Speech Language Specialist</td>
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<td>Theatre (P-12 Subject Area)</td>
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The College of Education requires that **ALL PROFESSIONAL INTERN STUDENTS MUST SUBMIT A PAPER COPY OF THEIR SCORE REPORT(S)** indicating a passing score achieved on the Praxis II test(s) required for their area(s) of certification as defined above BEFORE they perform the professional internship. The paper copy of the ETS score report(s) must be submitted to the Teaching Performance Center in Hennings Hall 215 no later than **August 1 for Fall internships and by November 1 for Spring internships**. A student will be withdrawn from his/her placement and unable to participate in the professional internship if this submission requirement is not met. Questions and answers about this policy and the Praxis are available at [www.kean.edu/~tpc](http://www.kean.edu/~tpc). Registration and further information on Praxis II can be found at [www.ets.org/praxis](http://www.ets.org/praxis).

*Students seeking initial certification with the Teacher of Students w/Disabilities (TSD) endorsement are required to take and meet the NJ Qualifying Score(s) for the Praxis II exam(s) for their content area certification(s) in order to meet the COE policy. For example: TSD/K-6 Elementary candidates are required to pass all four sections of the Elementary Education Multiple Subjects Praxis II Test #5001; TSD/P-12 Math candidates are required to pass the Mathematics: Content Knowledge Praxis II Test #5161 to perform the internship; TSD/P-3 candidates are required to pass the Early Childhood: Content Knowledge Test 5022 in order to student teach; candidates seeking K-6/5-8 with the TSD will be required to pass both the Elementary Education Multiple Subjects Praxis II Test #5001 (all four sections) **AND** the Middle School Subject Area Test for their content area.

**PLEASE NOTE THAT WHEN TAKING ANY PRAXIS II EXAM, YOU MUST HAVE 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 BE ABLE TO ISSUE YOUR CERTIFICATION.**
1. Complete an approved teacher preparation program (BA degree, Post-Baccalaureate, or MA Level 1) including student teaching/internship with a cumulative grade point average of 3.0 or higher.

2. Pass the Praxis II test required for your area of certification (exceptions: Teacher of Students w/Disabilities and English as a Second Language). Effective September 2006, successful passing of the Praxis II Test for all certifications is required for eligibility to begin the Professional Internship.

3. Apply for graduation or program completion. Please observe deadlines.
   Undergraduate: Apply for graduation – Registrar – Administration Building
   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 BACALAURATE 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-Baccalaureate: Submit application to Ms. E. Eaddy-Thomas
   Hennings Hall 214
   Deadline: December Certification- December 1
   May/August Certification – March 31
   Graduate: Submit application to the Graduate Office – EC 218
   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.
   The New Jersey Department of Education issues your Certificate of Eligibility with Advanced Standing (CEAS). The certificate will be sent directly to your home address.

For further information, please contact:
Undergraduate/Post-Baccalaureate Students: Teacher Certification Office
Hennings Hall, Room 214
908-737-3800

Graduate Students
Graduate Student Services
East Campus – Room 218A
908-737-5910

August 6, 2013
APPENDIX P

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/eccs
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.ccc.sped.org

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

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

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

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

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

National Science Teachers Association (NSTA)
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)
www.reading.org
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.ncate.org

State Professional Organizations

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

New Jersey Education Association
www.njea.org

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

EBOOKS

APPENDIX Q

TEACHING PERFORMANCE CENTER
Kean University
College of Education
Hennings Hall 215 – Union, NJ 07083
908-737-3790/fax: 908-737-3795
email: tpc@kean.edu

FAQ’s about Substitute Teaching

What are the benefits of my becoming a substitute teacher?

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

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

Are there any other reasons to obtain a substitute certificate?

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

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

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

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

Am I eligible to become a substitute teacher?

There are three major requirements:
- You must have earned a minimum of 60 college credits at Kean University or at any other accredited two- or four-year college/university. The credits do not have to be for education courses; they may be in any area.
- All applicants must be fingerprinted and complete a criminal background check. You must not have been convicted of a felony.
- You must have a current, negative Mantoux test. (A simple test for tuberculosis.)

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

1. Contact the Board of Education in the town in which you live or the town in which you have been accepted for placement and ask for a Universal Fingerprint Form (IDG_NJAPP_110113). Make sure the information on the top of the form is complete before trying to schedule an appointment.

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

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

   www.bioapplicant.com/nj

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

For more information about Criminal Background Checks please visit

   www.nj.gov/education/educators/crimhist
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<tr>
<td>Atlantic</td>
<td>Mr. Thomas Dowd</td>
<td>Atlantic County Office of Education 6260 Old Harding Highway 609-625-9004-fax # 609-625-6539</td>
<td>Middlesex</td>
<td>Dr. Laura Morana</td>
<td>Middlesex County Office of Education 1460 Livingston Ave. Building 400, 2nd floor North Brunswick, NJ 08902</td>
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<td>Interim Executive Co. Superintendent 609-625-9004-fax # 609-625-6539</td>
<td>Mays Landing, NJ 08330-1599</td>
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<td>Interim Executive County Superintendent 732-249-2900-fax # 732-296-0683</td>
<td>Debbie Hudson, Sec. to ECS, Ext. 3425</td>
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<td>Bergen</td>
<td>Mr. Scott Rixford</td>
<td>Bergen County Office of Education One Bergen County Plaza 3rd Floor, Room 250 Hackensack, NJ 07601</td>
<td>Monmouth</td>
<td>Mr. Joseph Passamurat</td>
<td>Monmouth Co. Office of Education 400 Koolkirk Road Freehold, NJ 07728</td>
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<td>Burlington</td>
<td>Mr. Todd Flori</td>
<td>Burlington County Office of Education PO Box 6300 Mount Holly, NJ 08060</td>
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<td>Dr. Rosalee S Lamonte</td>
<td>Morris County Office of Education PO Box 900 Morristown, NJ 07960</td>
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<td>Interim Executive Co. Superintendent 609-265-5060-fax # 609-265-5922</td>
<td>Office Location: 795 Woodland Road Westampton, NJ 08060</td>
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<td>Interim Executive County Superintendent 973-285-8332-fax # 973-285-8341</td>
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<td>Camden</td>
<td>Mr. C. Ann Volk</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. Thomas Dowd</td>
<td>Ocean County Office of Education 212 Washington St. Toms River, NJ 08753</td>
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<td>Interim Executive County Superintendent 732-929-2078-fax # 732-506-5336</td>
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<td>Cape May</td>
<td>Dr. Richard Steppura</td>
<td>Cape May County Office of Education 4 Moore Road, DN 701</td>
<td>Passaic</td>
<td>Mr. Robert Davis</td>
<td>Passaic County Office of Education 501 River Street Paterson, NJ 07524</td>
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<td>Interim Executive Co. Superintendent 609-605-1283-fax # 609-605-2094</td>
<td>Cape May Court House, NJ 08210</td>
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<td>Interim Executive County Superintendent 973-569-2122-fax # 973-754-0241</td>
<td>Mary Ellen Riga, Secretary to the ECS</td>
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<td>Leaghagh Downie, Asst. to ECS</td>
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<td>Cumberland</td>
<td>Dr. Richard Steppura</td>
<td>Cumberland County Office of Education 19 Landis Avenue 795 Woodland Road Westampton, NJ 08060</td>
<td>Salem</td>
<td>Ms. Peggy Nicolois</td>
<td>Salem County Office of Education 110 Fifth Street Salem, NJ 08709</td>
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<td>Interim Executive Co. Superintendent 852-451-0211-fax # 852-455-9523</td>
<td>Bridgeport, NJ 08302</td>
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<td>Interim Regional Executive Superintendent 856-359-8611-fax # 856-955-6290</td>
<td>Joan Heil, Administrative Assistant</td>
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<td>Essex</td>
<td>Mr. Joseph Zarra</td>
<td>Essex County Office of Education Leroy Smith Public Safety Building Jersey City, NJ 08020</td>
<td>Somerset</td>
<td>Dr. Kathleen C. Serafino</td>
<td>Somerset County Office of Education PO Box 3000 Somerville, NJ 08876</td>
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<tr>
<td></td>
<td>Interim Executive Co. Superintendent 973-621-2750-fax # 973-621-1603</td>
<td>60 Nelson Place, 1st floor South Newark, NJ 07102-1501</td>
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<td>Interim Executive County Superintendent 908-541-5700-fax # 908-722-6902</td>
<td>Conne Richardson, Business Manager</td>
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<td>Erid Pipitone, Asst. to ECS</td>
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<td>Gloucester</td>
<td>Mr. Peggy Nicola</td>
<td>Gloucester County Office of Education Shady Lane Complex 201 County House Road Clarkboro, NJ 08020</td>
<td>Sussex</td>
<td>Dr. Rosalie S Lamonte</td>
<td>Sussex County Office of Education 262 White Lake Road Sparta, NJ 07871</td>
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<td>Interim Executive Regional Supt. 856-686-8370 fax # 856-423-5296</td>
<td>254 County House Road</td>
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<td>Interim Executive County Superintendent 973-579-6996-fax # 973-579-6476</td>
<td>Jodi Fanov, Administrative Assistant</td>
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<td>Hudson</td>
<td>Ms. Monica Tone</td>
<td>Hudson County Office of Education 595 Newark Ave. Jersey City, NJ 07306</td>
<td>Union</td>
<td>Dr. Kathleen C. Serafino</td>
<td>Union County Office of Education 300 No. Avenue, East Westfield, NJ 07090</td>
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<td>Noreen Rizzolo, Executive Assistant</td>
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<td>Hunterdon</td>
<td>Dr. Gerald J. Vernoica</td>
<td>Hunterdon County Office of Education PO Box 2900 Flemington, NJ 08822-2900</td>
<td>Warren</td>
<td>Dr. Rosalie S. Lamonte</td>
<td>Warren County Office of Education 1501 Route 57 Washington, NJ 07882</td>
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<td>Interim Executive Co. Superintendent 908-788-1414-fax # 908-788-1457</td>
<td>Office Location: 10 Court St., Flemington</td>
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<td>Interim Executive County Superintendent 908-689-0497-fax # 908-689-1457</td>
<td>Samantha Grape, Office Manager</td>
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<td>Mercer</td>
<td>Dr. Laura Moran</td>
<td>Mercer County Office of Education 1075 Old Trenton Road Trenton, NJ 08690</td>
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<td>Interim Executive County Superintendent 732-249-2900-fax # 732-296-0683</td>
<td>Debbie Hudson, Sec. to ECS, Ext. 3425</td>
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<td>Donna Britschge, Secretary to ECS</td>
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