A Guide for Professional Laboratory Experiences
Pre-professional Field Experience Handbook II

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

2015

NCATE
The Standard of Excellence in Teacher Preparation
AY 2015

TEACHING PERFORMANCE CENTER
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1. PURPOSE OF HANDBOOK

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

During the semester’s experience, the preprofessional field experience student is assessed regularly by the cooperating teacher and the university supervisor/clinical instructor.

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

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

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

The mission of the College of Education, based on its 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 producers 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 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)
III. 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 values/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\(^1\). 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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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 exhibiting 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, and NJ Core Curriculum Content Standards (NJCCCS), and uses such knowledge to create effective learning experiences for students.

(B) Student Learning

The beginning teacher has knowledge of how students learn and develop and creates opportunities for each student's academic development.

(C) Diversity of Learners

The beginning teacher understands differences in how students learn and knows how to provide instruction to accommodate such diversity through the use of differentiated instruction and collaborative learning.

(D) Classroom Management

The beginning teacher understands classroom management theories.

(E) Assessment

The beginning teacher knows how to assess, evaluate, analyze, and monitor student learning.

Skills

(A) Planning Instruction

The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and Common Core State Standards (Language Arts & Literacy and Math (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.

November 30, 2001
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) 1 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 preparation program. Clinical experiences in schools and districts are designed as integral to the university course work and each serves as a prerequisite to the next level of field-based education. The goal of the 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/clinical instructor. These three individuals make up the clinical or field experience team. While each member of the team has a different role and specific responsibilities to carry out, the successful experience is truly the outcome of the cooperating teacher and university supervisor/clinical instructor 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

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 I Test(s) for their program PRIOR to performing the Professional Internship.**

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 for the stated deadline.
## TEACHING PERFORMANCE CENTER
Kean University – College of Education

### FIELD EXPERIENCE SEQUENCE: TIME AND PLACEMENT REQUIREMENTS
INTRODUCTORY, PREPROFESSIONAL AND PROFESSIONAL INTERNSHIP

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<td>EMSE 3800 Regular classroom; gr K(full-day)-5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<td>Bilingual/Elementary K-6/5-8</td>
<td>EMSE 2800 Full semester class &amp; 3 days urban setting</td>
<td>EMSE 3802 Middle school; gr 6-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
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<td>Early Childhood</td>
<td>EC 2900 Full semester class &amp; 3 days urban setting</td>
<td>EC 3400 Preschool AND Kindergarten</td>
<td>3 days per week (3 1/2 hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401 Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
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<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>
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<td>Elementary K-6</td>
<td>EMSE 2800 Full semester class &amp; 3 days urban 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>
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<td>Elementary K-6 &amp; Middle 5-8</td>
<td>EMSE 2802 Full semester class &amp; 3 days urban 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>
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<td>Fine Art</td>
<td>FA 2900 Full semester class &amp; 3 days urban 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 4991 1st half – St Tch Fine Art; K-5 2nd Half – St Tch hFine Art; 6-12</td>
<td>Full day, five days per week, full semester</td>
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<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>
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<td>EMSE 2801 Full semester class &amp; 3 days urban 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>
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<td>Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
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| 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);  
 fortress;  
 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  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 - UG/CERT (EMSE3400)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400 or EMSE 3403</td>
<td>EMSE 3410</td>
<td>Min grades of B- required. Satisfactory scores attained on written oral proficiency tests.</td>
</tr>
<tr>
<td>Early Childhood — UG/CERT* (EC 3400)</td>
<td>≥ 65</td>
<td>EC 2900 &amp; EC 3250 &amp; EDUC 3000.</td>
<td>EC 3300 &amp; EDUC 3400 (if not already taken as a prerequisite) &amp; EMSE 3903</td>
<td>Min grade of B- required.</td>
</tr>
<tr>
<td>Elementary Ed — UG/CERT* (EMSE 3800)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3123</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>Elementary/Middle — UG (EMSE 3802)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3300</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>TESL — CERT* (EMSE 3801)</td>
<td>NA</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3400/3401</td>
<td>EMSE 3410</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>Fine Arts — Level I — UG/CERT* (FA 3902)</td>
<td>≥ 60</td>
<td>FA 2900</td>
<td>FA 3900 &amp; EDUC 3000</td>
<td></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 3901</td>
<td></td>
</tr>
<tr>
<td>Fine Arts — Level I — GR (FA 3902)</td>
<td>NA</td>
<td>None</td>
<td>FA 5015</td>
<td></td>
</tr>
<tr>
<td>Fine Arts — Level II — GR (FA 3903)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td>FA 5015</td>
<td></td>
</tr>
<tr>
<td>HealthPE — Level I — UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2800</td>
<td>PED 3610</td>
<td>Min grade of B- required except PED 2800 (min grade of B-).</td>
</tr>
<tr>
<td>HealthPE — Level II — UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td>PED 3611</td>
<td></td>
</tr>
<tr>
<td>Music — Level I - UG/CERT (MUS 3311)</td>
<td>≥ 60</td>
<td>MUS 2900</td>
<td>MUS3310, MUS3341 &amp; EDUC3000</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>Music — Level II - UG/CERT* (MUS 3321)</td>
<td>≥ 60</td>
<td>MUS 3311 &amp; MUS 3310 &amp; EDUC 3000</td>
<td>MUS3320, EDUC3401 &amp; EMSE3903</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>Secondary — UG/CERT* (EMSE 3801) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 65</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3401</td>
<td>EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EMSE 3903 (All programs)</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 4000</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 4250 &amp; EC 4300 &amp; ID 3290 &amp; ID 3295 &amp; ID 3210 &amp; ID 4250 &amp; EDUC 3000 &amp; EDUC 3400 &amp; EMSE 3400</td>
<td>EC 4000</td>
<td>Min grade of B- required.</td>
</tr>
<tr>
<td>Early Childhood — Graduate (EC 5585)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5100 &amp; EC 5200 &amp; EC 5275 &amp; EC 5320 &amp; EC 5500</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required.</td>
</tr>
<tr>
<td>Elementary Ed — UG/CERT (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE3400 &amp; EMSE3123 &amp; EMSE3140 &amp; EMSE3903</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required.</td>
</tr>
<tr>
<td>Elementary/Middle — Elem. Mid. Bilingual — UG (EMSE 4800/4812)</td>
<td>≥ 95</td>
<td>EMSE 3802 &amp; EMSE 3123 &amp; EMSE 3140 &amp; EMSE 3300 &amp; EMSE 3903. EMSE 3903 not for Bilingual.</td>
<td>EMSE 4000</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>TESL — CERT (EMSE 4800/4811)</td>
<td>NA</td>
<td>EMSE 3901</td>
<td>EDUC 4000, ENG 4159 or 5159</td>
<td>Must maintain 3.0 GPA.</td>
</tr>
<tr>
<td>Instruction &amp; Curriculum — GR (EMSE 5504)</td>
<td>≥ 18</td>
<td>EMSE 5580 &amp; EMSE 5340 &amp; EMSE 5314 or EMSE 5315 &amp; EMSE 5323 &amp; EMSE 5330</td>
<td>EMSE 5561</td>
<td>Must maintain 3.0 GPA.</td>
</tr>
<tr>
<td>Fine Arts — UG/CERT (FA 4991)</td>
<td>≥ 95</td>
<td>FA 3903 &amp; FA 3901 &amp; EDUC 3400 or EDUC 3401</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>Fine Arts — GR (FA 4991)</td>
<td>≥ 18</td>
<td>FA 3903 &amp; FA 5010</td>
<td>EDUC 4000</td>
<td></td>
</tr>
<tr>
<td>HealthPE — UG/CERT* (PED 4699)</td>
<td>≥ 95</td>
<td>PED 3691 &amp; PED 1500 &amp; PED 2500 &amp; PED 3611 &amp; EDUC 3000 &amp; EDUC 3401 &amp; EDUC 4000</td>
<td>PED 4610</td>
<td>Min grades of B- required.</td>
</tr>
<tr>
<td>Music — UG/CERT (MUS 4301)</td>
<td>≥ 95</td>
<td>MUS 3320 &amp; MUS 3320 &amp; EDUC 3401</td>
<td>EDUC 4000</td>
<td>Min. grades of B- required.</td>
</tr>
<tr>
<td>Secondary — UG/CERT* (EMSE 4801/4811) (English, ESL, Math, Social Studies, Sciences: Biology, Chemistry, Earth Science, Spanish, Theatre)</td>
<td>≥ 95</td>
<td>EMSE 3801 &amp; EMSE 3210 (English), EMSE 3220 (Math), EMSE 3230 (Sciences), EMSE 3240 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre) &amp; EDUC 3401 (All programs)</td>
<td>EDUC 4000</td>
<td>Min grades of B- required.</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 4400 for K-12 candidates</td>
<td>Min grades of B- required.</td>
</tr>
</tbody>
</table>
A. What is Co-teaching

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

B. Co-teaching Benefits and Advantages

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

1. Benefits:

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

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

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

C. Essential Elements for Successful Co-teaching

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

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

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

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


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

[www.faculty.virginia.edu/coteaching](http://www.faculty.virginia.edu/coteaching)

[http://www.stcloudstate.edu/soe/coteaching/questions.asp](http://www.stcloudstate.edu/soe/coteaching/questions.asp)

**D. Six Basic Approaches to Co-teaching**

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

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

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

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

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

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

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

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

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

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

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

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

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

6. **Team Teaching** – Both teachers share delivery of the same instruction to a whole student group with no prescribed division of authority. Some teachers refer to this as

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having “one brain in two bodies.” Others call it “tag team teaching.” From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

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

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

E. Co-Teaching Basic Approaches

![Diagram of Co-Teaching Basic Approaches]

- **One teach, one observe**
- **Station Teaching**
- **Parallel Teaching**
- **Alternative Teaching**
- **Teaming**
- **One teach, one assist**
VIII. PREPROFESSIONAL FIELD EXPERIENCE

A. Purpose of the Preprofessional Field Experience

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

Field experiences provide opportunities for teacher education students to acquire and exhibit an understanding of the teaching process by means of a gradual induction into increased instructional responsibilities. Preprofessional field experience student practice procedures and theories they have learned regarding daily lesson planning, classroom management, assessment, and the integration of technology into the classroom. Preprofessional field experience students are required to instruct individual students and small groups of students, as well as the whole class, and to reflect in writing upon the instruction.

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

B. Admission to Preprofessional Field Experience

Admission requirements for preprofessional students have been established by the College of Education to meet New Jersey Department of Education requirements, as well as those of Kean University. The following are prerequisites to the preprofessional field experience:

1. Undergraduate Students

   a. Formal acceptance into a department within the College of Education. These departments are: Early Childhood and Family Studies, EEBE-Elementary Education & Bilingual Education, MSE-Middle and Secondary Education, Fine Arts (P-12), Music (P-12), Physical Education and Health (P-12), Special Education (Teacher of Students with Disabilities).

   b. A minimum of 60 credit/semester hours completed.

   c. Cumulative grade point average (GPA) of 3.0 or above effective for new students and new transfer students from all institutions attended and at Kean University.

   d. Negative test results for the Mantoux (Tuberculin) Test before entering the assigned school for the preprofessional experience. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician’s report.

   e. Successful completion of Introductory Field Experience. All undergraduate teacher education candidates seeking an initial certification at Kean University are required to
successfully complete at least one preprofessional experience at Kean, as well as a full semester of professional internship.

f. Earned grades of B- or better in professional education courses. Please check with the program coordinator for required grades. Grades below B- or a grade of IP (Incomplete) in professional education courses will cause a student to be ineligible for field work.

g. 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. Please check with the program coordinator.

h. A student seeking Bilingual Teacher Certification will be recommended 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 placement application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency at the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.

2. Post Baccalaureate Certification Students (must be matriculated)
   a. Formal acceptance into the Post Baccalaureate Teacher Certification Program within the College of Education
   b. Cumulative GPA of 3.0 or above (effective 09/01/12).
   c. Successful completion of respective Introductory Field Experience course. All post-baccalaureate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one preprofessional experience at Kean, as well as a full semester of professional internship.
   d. Earned grades of B or better in professional education courses. Please check with the program coordinator for required grades. Grades below B or a grade of IP (Incomplete) in professional education courses will cause a student to be ineligible for field work.
   e. Negative test results for the Mantoux (Tuberculin) Test before entering the assigned school for the preprofessional experience. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician’s report.
   f. Specific program requirements including prerequisite courses as determined by the department in which accepted. Individual department and/or program requirements may supersede above eligibility requirements. Please check with the program coordinator.
   g. A student seeking Bilingual Teacher Certification will be recommended 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 placement application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency at the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.
IX. APPLICATION PROCEDURES

A preprofessional field experience student is expected to:

1. Print and complete information on both sides of the application card.

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 co-requisite 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 summer and fall placements, and April 1 for the following spring placements. 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.

10. The College of Education requires that a professional intern meet NJ Qualifying Score(s) for the respective Praxis II Test(s) for the teacher certification that he/she is seeking before he/she can participate in the internship experience. Students seeking ESL licensing will be required to pass the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14. Early Childhood candidates 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 Early Childhood Content Knowledge Test. Elementary and Middle School candidates 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 Knowledge exam for their academic area. Students in the Teacher of Students with 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 Knowledge exam for their academic area. It is the candidate’s responsibility to schedule and meet the NJ Qualifying Score(s) for the appropriate Praxis II test(s) within the appropriate timeframe. Students must submit a copy of all pages of the student’s Examinee Score Report from ETS to the Teaching Performance Center by the stated deadlines (Fall: August 1, Spring: November 1) in order to participate in the professional internship. Score reports are only available online and must be downloaded from the ets.org site.
X. PREPROFESSIONAL FIELD EXPERIENCE PLACEMENT

A. Selection of Cooperating Schools

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

1. Pre-professional field placements will be within a 30 mile radius of Kean University or within a 30 mile radius of Ocean County College for Kean-Ocean students, within the State of New Jersey and where there is an availability of university supervisors.

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

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

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

      1) A willingness to attend preparatory programs necessary to serve as a cooperating school.

      2) A willingness to provide appropriate learning experiences for preservice teachers.

      3) A willingness to provide continuous supervision and weekly conferences to assist the preservice teacher in professional development.

      4) A willingness to evaluate the performance of the preservice teacher using instruments designated by Kean University.

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

      6) A willingness to select cooperating teachers who meet Kean University’s criteria for cooperating teachers.
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.

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

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

1. Be approved by the principal and the district office.
2. Be tenured and fully certified in the content area; meets requirements as a Highly Qualified Teacher.
3. Have appropriate certification to match that being sought by the professional intern.
4. Be able to demonstrate excellence in teaching and the ability to improve student learning.
6. Possess and exhibit high expectations for students and have a positive impact on P-12 student learning.
7. Demonstrate effective skills in planning, oral/written communications, collaborative decision-making, judgment, and human relation skills.
8. Demonstrate effectiveness in instructional skills, possess current content knowledge, and exhibit positive attitudes about teaching and learning.
9. Have effective skills in collaborating with other teachers and parents.
10. Be committed to the time and effort needed to serve as a mentor to a field experience student.
11. Be willing and able to assist the student in developing and implementing lesson plans, observe instruction, and provide meaningful feedback.
12. Have the capacity to mentor an adult learner and be available to him/her before, during and after school.
13. Be willing to provide evaluative and timely feedback to the field experience student regarding his/her effectiveness in preparing lessons, delivery of instruction, and providing meaningful feedback to P-12 pupils.
14. Be willing to participate in university-sponsored professional development opportunities and experiences that increase his/her expertise as a cooperating teacher and classroom instructor.

D. Placement Procedures & Practices

1. Preprofessional field experience placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education (COE). Preferences will be given to placements where agreements exist with selected P-12 partner schools and agencies. Students are not given a choice of placement sites, but are assigned by the Teaching Performance Center. All placements are within a 30-mile radius of Kean University or within a 30 mile radius of Ocean County College for Kean-Ocean students, will be within the State
of New Jersey and where there is an availability of university supervisors.

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 endorses clinical placements in multicultural districts and classrooms. Field assignments are designed for COE students that prioritizes opportunities to interface with P-12 students of differing abilities, races and cultural backgrounds.

3. Pre-professional field experience students will be assigned to placements that are consistent with the certification being sought and meet the guidelines of the student’s certification program. (See pages 10-11.)

4. Preprofessional field 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 is to be expected.

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

6. Requests for special considerations in placements are to be made in writing to the director of the Teaching Performance Center with a copy to the program coordinator at the time the application is submitted. Special requests for placement by students will be considered only where there is evidence of extenuating circumstances.

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

8. Transportation to and from field assignments sites are the responsibility of the preprofessional field experience student.

E. Pre-professional Field Experience at Place of Employment:

Worksite placement is subject to the approval of the student’s program advisor. A student employed as a teacher’s aide or assistant who wishes to be placed in that setting for the preprofessional field experience must present a letter from the school/agency principal/director to the Teaching Performance Center. This letter, on school/district/agency letterhead, is to be presented at the time the field experience application is submitted with the signature of the student’s program advisor. The letter should contain:

1. Affirmation of employment at a specific school or agency including grade and/or subject taught and affirmation that the student is under contract to the district/agency/school.
2. Acknowledgment from the employer sanctioning continuing employment while the requirements of the preprofessional field experience are met.

3. Acknowledgment that a supervisor from Kean University will be in the classroom to observe and assess the preprofessional field experience student during the semester in consultation with the cooperating teacher.

4. The name and address of the principal/supervisor or his/her designee who will assume the role of cooperating teacher and who will collaborate with the university supervisor/clinical instructor.

5. Affirmation that the assigned placement and cooperating teacher's N.J. teacher certification is consistent with the certification sought. For example, an employed student who is seeking elementary education teacher certification K-6 is working in an elementary class that is being taught by a certified K-6 teacher.

F. Time Requirements and Co-Requisite Courses for Preprofessional Field Experience

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

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

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

3. Early Childhood (Two [2] Placements are Required)
   a) 20 hour observational placement: Kindergarten placement.
      AND
   b) Extended field experience placement: Child care/Nursery school, three days per week, 3 ½ hours per visit.
   c) Co-requisite course: EC 3300

4. Elementary Education K-6
   a) One full day per week
   b) Placement in an elementary setting; grades Full-day K-6
   c) Co-requisite course: EMSE 3123

5. Elementary/Middle School Education K-6, 5-8 certification
   a) One full day per week
   b) Placement at the middle school level in the student’s academic content area
   c) Co-requisite course: EMSE 3123
6. Biology, Chemistry, Earth Science, English, Mathematics, Social Studies (Secondary Collateral); English as a Second Language; Spanish; Theatre (P-12 certification)
   a) One full day a week for a full semester
   b) Placement in an intermediate, junior high, middle or high school in a content specific setting
   c) Co-requisite courses: EMSE 3210 (English), EMSE 3220 (Mathematics), EMSE 3230 (Sciences), EMSE 3420 (Social Studies), EMSE 3250 (Spanish), THE 3220 (Theatre)

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

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

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

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

A. Registration

A student participating in a preprofessional field experience must be registered with the Office of the Registrar using Kean Wise or One-Stop Service.

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

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

B. State of New Jersey Requirements for Educators

1. Mantoux Test (Required)

A candidate is required to have negative test results for the Mantoux (Tuberculin) Test before s/he enters the assigned school for the Professional Internship experience. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician’s report.

2. Reporting Child Abuse in New Jersey (Required)

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

New Jersey law states: that 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 PM weekdays, reports of child abuse and neglect can be 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 to comply with the provisions of the law is disorderly and is subject to a fine 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.
A teacher candidate is not an employee of the school district where he/she completes the field experience; however, a district may require a candidate to provide assurance that he/she has not been convicted of any disqualifying offense since their eighteenth birthday.

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

All College of Education students are strongly advised to obtain a substitute teaching certificate as soon as they have earned 60 credits as proof of a clean criminal background history. In accordance with the NJ Department of Education, school districts that require students to obtain a New Jersey Substitute Certification must place those students on their approved substitute teacher list.

4. Disqualifying Offenses

As required by New Jersey law, the State of New Jersey, Department of Education will not issue a teaching certificate, in most cases, to anyone with a criminal history of certain disqualifying offenses. Similarly, New Jersey facilities, centers, schools, and school systems under the supervision of the Department of Education are barred from employing such individuals in positions which involve regular contact with pupils under the age of 18.

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

These disqualifying crimes/offenses include:

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

Any student who believes that he or she may have been convicted of or have charges pending for any of the above crimes/offenses should contact his/his program coordinator immediately.
C. Calendar and Schedule

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

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

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

4. A preprofessional field experience students will observe vacation and holidays of the school to which he/she is assigned.

D. Attendance

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

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

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

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

   b. University-related Activities

   At specified times during the semester, a preprofessional student may be required to participate in conferences and meetings with Kean University faculty members. Attendance at these activities is required. These meetings may be during the teaching day or in the afternoon or evening.

2. In case of excessive absences, the preprofessional student may be removed from the placement.
3. Absence for part of a day counts as one absence.

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

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

E. Reporting an Accident/Incident

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

1. Notify the school/district where injury happened.
2. Notify 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 high 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 disabilityservices@kean.edu.
G. Snow or Inclement Weather

A student's responsibilities for attendance are the same as those for a professional teacher. Schedules are developed to meet requirements of Kean University. Therefore, days missed due to weather problems must be made up by university students.

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

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

H. Absence of Cooperating Teacher

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

I. Substitute Teaching

Having the preprofessional field experience student serve as a substitute teacher while performing field work is not permitted. When a cooperating teacher is absent, it is expected that the school or district will hire a substitute teacher.

However, the University urges students to obtain their county substitute certification as soon as they have earned the required 60 credits. Substitute teaching allows students the opportunity to gain valuable experience at varying grade levels and in many different subject areas. A valid county substitute certificate, while providing proof of a clean criminal background history, is also an important bridge to obtaining a teaching position after graduation and prior to receiving the provisional teaching license from the state.

A student may substitute teach only on the days he/she is not assigned to perform field work, i.e. before school closings at the end of a semester.

J. Strike Threatened at the Site of the Field Experience

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

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

2. The pre-professional student is not to cross a picket line or participate in a job action.
K. Supervision

1. The pre-professional field experience is a supervised experience.

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

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

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

L. Removal from Pre-professional Field Experience

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

2. 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 the field experience and/or its co-requisite(s) remains the responsibility of the student. Specific guidelines and procedures for withdrawal are outlined in the university course bulletin. A refund determination for the semester in question will be made consistent with the established University Refund Policy found online in the university course bulletin. A student who has been removed from a placement will be required to meet all recommended interventions determined by his/her program advisor prior to a second and final placement opportunity.

3. Instructions to repeat one field experience course (pre-professional or internship) are delineated in Section M below. If removal from the placement is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experience, the student may be denied a second opportunity for placement.

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

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

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

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

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

5. Students with extenuating circumstances may submit a letter of appeal with supporting documentation at the time of application to the Teaching Performance Center.

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

7. A professional intern who is repeating a professional internship will be assigned a Kean University residential faculty member as his/her supervisor for the duration of the field experience semester. Students who are placed in a Professional Development School or Teacher Development Program School (Section N) will be supervised by a university supervisor/clinical instructor who has been assigned to that particular site.

N. Extended Pre-professional Field Experience

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

If a candidate is unable to progress through the field experience because of justified excessive absences or the cooperating teacher is not able to allow the candidate to fulfill the requirements of
the experience, the committee will convene and determine how long the field experience should be extended. If the preprofessional field experience is to be extended, a Special Case Report (Appendix I) must be completed.

If the committee determines that the candidate will not be able to complete the field work within a maximum of a three (3) week extension, the committee will recommend removal from placement and refer the candidate to the Teacher Development Program. A grade of IP (Incomplete) will be given to the candidate until the extension of the field experience is completed. The committee can recommend to extend the preprofessional field experience for a designated period of time beyond the instruction period, at the end of which the committee then will decide whether to award a grade of “S” or “U.” If a student declines to extend the preprofessional field experience at the request of the committee, it will not be possible for the student to receive a grade of “S” and a grade of “U” will be given.

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

O. Guided Practice Intervention: Teacher Development Program

A preprofessional field experience student who has received a score of two or below on any competency on the Pre-professional Field Experience Performance Competency Assessment or a student who is identified by a Special Case Report may be referred to the Teacher Development Program. A student may also be self-referred or faculty referred. At a conference with the student an intervention plan will be developed indicating the competency areas requiring remediation and/or support services. The student’s progress will be monitored until the completion of his/her teacher education program or until other career choices have been selected.

Support services provided through the Teacher Development Plan address pedagogical and personal knowledge, skills, and dispositions and may include, but are not limited to:

- Opportunities to discuss performance evaluations and remediation strategies, as well as review placement difficulties and/or personality conflicts.
- Small group seminars conducted on topics such as time management, lesson planning, inclusion, classroom management, assessment strategies or critical thinking skills.
- Directed field observation of a master teacher.
- Access to DVD or online resources focusing on classroom models and teaching strategies.
- Intensive supervision by a designated university supervisor/clinical instructor and/or departmental faculty to observe the student in teaching situations and to provide immediate feedback.
- Frequent video taping and/or audiotaping of the intern to encourage reflection and self-evaluation.
- Weekly on-site conferences among the intern, cooperating teacher and university supervisor/clinical instructor.
- Identification of university and community services available to the intern including computer software.
- Referrals made to appropriate counseling services as needed.

A student who is accepted to the Teacher Development Program will be asked to sign a release form acknowledging that the participants involved in the student's intervention program (university supervisor/clinical instructor, cooperating teacher, school principal) will be made aware of the student's previous performance in those competency areas in need of remediation.

P. Problems and Concerns

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

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

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

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

3. The Kean University supervisor/clinical instructor, the cooperating teacher and the field experience student confer formally to identify clearly and explain fully the problem(s) as well as generate suggestions for its solution. This conference is to be dated, noted and recorded on a narrative report and/or appended to the narrative report. In most cases, this should take place during 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/clinical instructor is held. The Special Case Report (Appendix I) is completed by the university supervisor/clinical instructor 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 and must be filed if a student is failing at mid-semester.

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

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

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

Q. Assessment and Grading

1. Assessment

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

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

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

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

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

**Assessment Summary**

<table>
<thead>
<tr>
<th>University supervisor/</th>
<th>1 online final performance competency assessment form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Instructor</td>
<td>1 final meeting form</td>
</tr>
<tr>
<td></td>
<td>Field experience Narrative Observation forms (to document each visit other than the final evaluation)</td>
</tr>
<tr>
<td></td>
<td>Special Case report (as needed)</td>
</tr>
<tr>
<td>Cooperating Teacher</td>
<td>1 online final performance competency assessment form</td>
</tr>
<tr>
<td></td>
<td>Special Case report (as needed)</td>
</tr>
</tbody>
</table>

2. **Conditional Recommendation to Internship**

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

Conditions that precede and/or accompany a conditional recommendation for a preprofessional field experience student are:

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

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

- **S** – Satisfactory performance
  - Credit given; recommended for certification
- **U** – Unsatisfactory performance
  - No credit given; not recommended for certification
- **IP** – Incomplete
  - Incomplete contract completed between the university and the student (to be completed only with the Conditional Recommendation to Internship)

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

It is possible that a preprofessional student will be unable to demonstrate satisfactory competency by the conclusion of the preprofessional field experience semester. In such a case, the student has the following options:

- **a.** Withdraw from the pre-professional field experience if it is within the time limit and receive an automatic grade of “W”.
- **b.** Receive a grade of “U” indicating unsatisfactory performance. A SPECIAL CASE IN FIELD EXPERIENCE report **must** be on file in the Teaching Performance Center as one documentation of unsatisfactory performance. However, when the pre-professional field experience student has been accepted into the Teacher Development Program, the University supervisor, in collaboration with the cooperating teacher and the principal or his/her designee, have the joint responsibility to discontinue the internship at any time if sufficient growth and progress have not been achieved. See Appendix I for a sample of this report.
- **c.** Receive a grade of IP (Incomplete) indicating satisfactory performance but not completion of a semester of work; must be filed with a Conditional Recommendation to the Internship.
- **d.** Assignment to the Teacher Development Program. See Section N.

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

R. Waivers

No pre-professional experience will be waived after May 23, 1991. All students must complete at least one pre-professional experience at Kean University including students who have successfully completed pre-professional experiences at a university in a foreign country.
S. Praxis II Requirement for Professional Internship

The College of Education requires that all field experience students schedule, take and meet NJ Qualifying Score(s) for the respective Praxis II Test(s) for the initial teacher certification that they are seeking before they can participate in the internship field experience.

- ESL students must pass the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14.

- Early Childhood Students (UG) 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. Early Childhood students in the Post-Baccalaureate program are required to pass only the Early Childhood Content Knowledge test.

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

- Teacher of Students with Disabilities must 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 Praxis II exam for their specific content area.

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

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

A. Responsibilities

The preprofessional field experience student is to begin instruction/teaching as soon as deemed appropriate by the cooperating teacher.

The pre-professional field experience student is responsible for:

1. teaching at least one period or activity a day, starting the third week of the assignment;
2. circulating among and assisting students and answering their questions;
3. working with individual pupils;
4. teaching small groups of 3-5 pupils;
5. teaching to the entire class under direct supervision of the cooperating teacher. (As a preprofessional field experience student begins to teach lessons, he/she should be encouraged to prepare extensively);
6. arriving promptly and signing in at the cooperating school;
7. dressing professionally; jeans are inappropriate usually;
8. exhibiting skill in communicating well in oral and written language;
9. participating in day-to-day routines as appropriate to settings such as bus, hall, or playground duty, or supervising in the lunch room or cafeteria;
10. preparing a minimum of eight (8) lesson plans and a unit plan and providing the cooperating teacher and university supervisor/clinical instructor with a copy of lesson plans;
11. incorporating the Common Core State Standards (2010) in lesson planning activities;
12. assisting the cooperating teacher in classroom management details and enrichment of the classroom environment;
13. utilizing and integrating technology in classroom instruction;
14. learning to operate "smart boards" and utilizing multi-media center;
15. developing creative/instructional bulletin boards and other educational displays;
16. maintaining ongoing communication with the university supervisor/clinical instructor and cooperating teacher;
17. maintaining and submitting to the university supervisor/clinical instructor a journal of preprofessional field experience including observations, analyses and reflection;
18. conferring with the university supervisor/clinical instructor after each observation to assess the impact of teaching and learning process;
19. treating all conferences and classroom events with confidentiality and professionalism;
20. attending scheduled on-campus seminars and orientations;
21. developing a Mini-Teacher Work Sample that includes the processes of: Learning Goals, Assessment Plan, Design for Instruction and Instructional Decision-Making as directed by the instructor of the student's designated program co-requisite course;
22. limiting outside activities/employment during the field experience, making every effort not to permit personal needs and obligations, or other university courses or activities to take precedence of field experience responsibilities. A student is not to ask to leave early or to be absent from his/her cooperating school to engage in a university course or employment; and
B. Requirements

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

The four (4) requirements of the pre-professional field experience semester are: 1) teaching at least one period or activity a day, for a minimum of 8-10 lessons during placement; 2) the maintenance of a reflective journal; 3) preparation of lesson plans for lesson taught; and 4) completion of a Mini-Teacher Work Sample.

1. Classroom Teaching (Required)

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

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

2. Journal Reflections (Required)

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

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

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

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

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

3. Lesson Plans (Required)
During the pre-professional field experience, each student will be responsible for planning and teaching a minimum of 8-10 lessons. A student will prepare detailed plans to support any lesson taught. A suggested lesson plan format is found in Appendix L. A pre-professional field experience student is responsible for submitting a plan for each lesson that he/she teaches to the cooperating teacher and university supervisor/clinical instructor.

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

4. Teacher Work Sample Portfolio (Required)
Candidates enrolled in co-requisite courses with the Pre-professional 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, EMSE 3300, EMSE3410, EMSE3403, FA3900, MUS3310/3311, PED3610/3611, SPED3000, THE 3220.

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 pre-professional 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. A pre-professional student's portfolio will be scored by the Level II designated program instructor as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 - 30</td>
<td>Accomplished</td>
</tr>
<tr>
<td>21 - 25</td>
<td>Capable</td>
</tr>
<tr>
<td>15 - 20</td>
<td>Developing</td>
</tr>
<tr>
<td>11 - 14</td>
<td>Beginning - Needs revision</td>
</tr>
<tr>
<td>&lt;11</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

A minimum score of 3 is required for each process.

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XIII. THE COOPERATING TEACHER

A. Expectations

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

1. provide opportunities for the pre-professional field experience student to interact with P-12 students to design and implement lessons;
2. provide opportunities for the pre-professional field experience student to interact with P-12 students in a total school setting. These experiences include individual, small group, and entire class instructions;
3. share curricular and instructional ideas, resource materials, and suggestions with the student and university supervisor/clinical instructor;
4. model appropriate language and positive classroom management;
5. encourage the use of current innovations and developments such as thematic teaching, the use of manipulative materials, and cooperative learning strategies; and
6. reinforce the awareness of state and national standards and initiatives, including Common Core State Standards (Language Arts & Literacy and Math) (2010); NJCCC Standards (2011); and NJ Professional Teacher Standards for Teachers Alignment with InTASC (2014).

B. Responsibilities

The cooperating teacher is responsible for:

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

11. communicating with the university supervisor/clinical instructor, Teaching Performance Center, or program coordinator as needed;

12. completing at least one (1) final performance competency assessment of the preprofessional field experience;

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

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

C. Professional Development Hours

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

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

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

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

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

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

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

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

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

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

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

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

XIV. THE UNIVERSITY SUPERVISOR/CLINICAL INSTRUCTOR

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

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

A. Qualifications

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

a. New Jersey Department of Education Permanent Teaching Certification;

b. A minimum of five (5) years’ experience in the area(s) of certification;

c. Master’s Degree;

d. Administrative Certification;

e. Urban or urban-rimmed school/district experience (A-E District Factor Grouping); and

f. Administrative experience, principal or assistant principal experience preferred; a minimum of three (3) years’ experience.

B. Expectations

The university supervisor/clinical instructor, by linking the knowledge, skills, and dispositions of the SPECTRUM model to the school classroom and the preprofessional field experience student, assists in the development of an INFORMED, DYNAMIC PROFESSIONAL. University supervisors/clinical instructors, collaborating with cooperating teachers, enable students to develop pedagogical, curricular, and evaluative strategies based on current research and best practice. University supervisor/clinical instructors provide opportunities for students to engage in self-reflections and evaluation of their teaching by serving as advisors and “mirroring” resources. University supervisor/clinical instructors are expected to:

1. represent Kean University in the field experience setting;

2. be conversant with age-appropriate curriculum concepts;

3. act as a resource to the preprofessional field experience student with a repertoire of current instructional strategies;

4. maintain open communication with the preprofessional student, the cooperating teacher, the university department, and the Teaching Performance Center;
5. encourage the use of current innovations and developments such as thematic teaching, manipulative materials, and cooperative strategies;


7. participate in COE-sponsored professional development activities.

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

C. Responsibilities

The university supervisor/clinical instructor is responsible for:

1. attending pre-semester Orientation to Field Experience for Pre-professional Field Experience;

2. meeting with the cooperating teacher and the pre-professional field experience student at the time of the first supervisory visit to review the philosophy and goals of the program as well as the routines for student observation;

3. meeting with the principal for the purpose of introducing himself/herself and to leave pre-professional field experience materials, as well as a telephone number where he/she can be reached;

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

5. reviewing the student’s journal and monitoring the development of a Mini Teacher Work Sample;

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

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

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

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

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

D. Guidelines for Observation

Check to be sure that the preprofessional student is making a satisfactory adjustment. Stress with both the cooperating teacher and the preprofessional field experience student the absolute necessity of identifying and discussing problems or potential problems early in the experience. Any problem (i.e., change of placement, absenteeism of student, or inadequate
preparation to teach) is first brought to the attention of the university supervisor/clinical instructor, if he/she is not the initiator, before it is brought to the Teaching Performance Center. Remediation of a field experience problem situation starts with the university supervisor/clinical instructor. The university supervisor/clinical instructor’s observation of the preprofessional student should be discussed immediately following the observation. Performance strengths and areas of needed improvement should be identified and noted with the positive aspects identified and stressed first. The university supervisor/clinical instructor may need to prescribe, in very clear terms, what is necessary for improvement.

1. Assessment

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

   b. The university supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the preprofessional field experience student.

   c. Pre-professional field experience grades are stated in one of three different ways:

   
   - S = Satisfactory
   - U = Unsatisfactory
   - IP = Incomplete (Conditional Recommendation Only)

2. Basis of Final Assessment

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

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

3. Scoring

   a. Score of ≥35 on the Pre-Professional Field Experience Performance Competency Assessment form by the university supervisor/clinical instructor permits the student to move forward to the internship or the second phase of preprofessional field experience.

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

   c. Score of <34 will result in an Unsatisfactory grade for the field experience.

4. Pre-professional Field Experience Performance Competency Assessment

   a. Descriptors for each of the performance competencies on the assessment are printed on the worksheet. A sample worksheet can be found in Appendix G.
b. The final Pre-professional Field Experience Performance Competency Assessment is to be completed no earlier than 7-10 days prior to the end of the semester.

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

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

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

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

4. Special Case Report

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

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

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

5. University Supervisor/Clinical Instructor’s Checklist

   A copy of the University Supervisor/Clinical Instructor’s Checklist can be found in Appendix L. This checklist should be completed at the university supervisor/clinical instructor’s first visit to the pre-professional student’s placement site.
# APPENDICES

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<td>EARLY CHILDHOOD</td>
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<td>Ms. Ethel Eaddy-Thomas</td>
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<td>Dr. J. Weiner (Social Studies)</td>
<td>J334E, 737-4009</td>
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<td>SCHOOL NURSE</td>
<td>Dr. Virginia Fitzsimons</td>
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<td>TEACHER OF STUDENTS WITH DISABILITIES</td>
<td>Dr. Barbara Lee</td>
<td>HH317, 737-3850</td>
<td>SPED 4125 (9 cr)</td>
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<td>KEAN OCC ADVISOR</td>
<td>Mr. Robert Colangelo</td>
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APPENDIX B

Kean University
College of Education
Field Experience Policies

COE Policy 1.21 Field Experiences

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

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

COE Policy 1.22 Admission to Preprofessional Experience

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

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

Preprofessional Field Application Instructions and Preprofessional Field Guidelines, 2012
Revised 08/01/12 Approved by Field Advisory Committee
8/30/12 Approved by Administrative Council

COE Policy 1.23 Placement for Preprofessional Experience

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

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

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

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

PreProfessional Internship Application Instructions and
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. Cumulative grade point average (GPA) of 3.0 for new students and new transfer students (effective 09/01/12) or above from all institutions attended and at Kean University.
   d. A student is required to have negative test results for the Mantoux Tuberculin Test before s/he enters the assigned school for the Professional Intern/Student Teaching Field Experience. The results must be no more than six months old and be submitted to the school nurse on the first day of the experience. A student with a positive reaction to the Mantoux must comply with the
State’s follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician report.

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

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

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

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

a. Successful completion of respective Introductory Field course and Preprofessional Field course.

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

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

d. Grades in education courses of B or better.

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

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

A Guide for Professional Laboratory Experiences, 2012
Revised 08/01/12 Approved by Field Advisory Committee
Approved by Administrative Council 08/30/12

COE Policy 1.26 Placement for Professional Internship

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

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

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

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

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

COE Policy 1.27 Selection of Professional Internship/Student Teaching Sites

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

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

COE Policy 1.28 Professional Internship Schedule

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

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

COE Policy 1.29 Employment and Outside Activities During the Professional Internship

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

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

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

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

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

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

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

COE Policy 1.31 Job Action at Site of Field Experience Placement

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

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

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

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

COE Policy 1.32 Field Experience Requirement

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

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

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**COE Policy 1.33 Removal from Field Experience Placement**

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

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

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

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

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

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

**COE Policy 1.34 Visiting Professional Interns**

The College of Education will accept visiting professional interns only from other NCATE/CAEP approved institutions for guest placements during the final semester of the Professional Internship. The following criteria must be in place for acceptance. A student must:

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

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

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

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

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

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

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

COE Policy 1.37 Criminal History Background Check

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

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

COE Policy 1.38 Praxis II Exam Requirement

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

Students are required to submit a copy of the 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 Meeting 9/28/05
Approved by COE Administrative Council 11/7/05

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COE Policy 1.39 Professional Conduct

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

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

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

PROFESSIONAL ETHICS

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

CODE OF ETHICS OF THE EDUCATION PROFESSION
PREAMBLE

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

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

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

PRINCIPLE I
Commitment to the P-12 Student

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

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

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

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

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

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

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

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(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.

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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).

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(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.

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

1. 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.

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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.

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.

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.

The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes.

The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

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

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.

The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

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

The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

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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.

April 2014
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. 11ii(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(i))

(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 11(i)(1))

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

For More Information
- Visit www.nj.gov/education/profdev/.
- To share questions or comments, please email TeachPD@doe.state.nj.us.
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. Students 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), the candidates' academic program and national standards, 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.

A Guide to Compiling a Teacher Work Sample Portfolio with complete instructions for the components and process and subject specific rubrics can be found at www.kean.edu/~tpc.
Click on Teacher Work Sample Portfolio.

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 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.

- 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

A Guide to Compiling a Teacher Work Sample Portfolio with complete instructions for the components and process and subject specific rubrics can be found at www.kean.edu/~tpc. Click on Teacher Work Sample Portfolio.

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 aligned with COE and program standards 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

Level II Teacher Work Sample: Preprofessional Field Experience Students

Candidates enrolled in co-requisite courses with the Preprofessional Field Experience are responsible for developing a Level II Teacher Work Sample that includes the following components and processes: Introduction, Learning Goals, Assessment Plan, Design for Instruction, Instructional Decision-Making and Writing Mechanics and Organization.

The co-requisite courses are:

<table>
<thead>
<tr>
<th>Program</th>
<th>Co-Requisite Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>EMSE 3410</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>EC 3300</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>EMSE 3123</td>
</tr>
<tr>
<td>Elementary K-6/5-8</td>
<td>EMSE 3300</td>
</tr>
<tr>
<td>English P-12</td>
<td>EMSE 3210</td>
</tr>
<tr>
<td>ESL P-12</td>
<td>EMSE 3410</td>
</tr>
<tr>
<td>Fine Art</td>
<td>FA 3900/3901</td>
</tr>
<tr>
<td>Health/PE</td>
<td>PED 3610/3611</td>
</tr>
<tr>
<td>Mathematics P-12</td>
<td>EMSE 3220</td>
</tr>
<tr>
<td>Music P-12</td>
<td>MUS 3310/3311</td>
</tr>
<tr>
<td>Sciences P-12</td>
<td>EMSE 3230</td>
</tr>
<tr>
<td>Social Studies P-12</td>
<td>EMSE 3240</td>
</tr>
<tr>
<td>Spanish P-12</td>
<td>EMSE 3450</td>
</tr>
<tr>
<td>Teacher of Std w/Dis</td>
<td>SPED 3000</td>
</tr>
<tr>
<td>Theatre P-12</td>
<td>THE 3220</td>
</tr>
</tbody>
</table>

E. Course Instructor/University Supervisor Responsibilities

The co-requisite course instructor will be responsible for assisting students in developing the Level II Work Sample Portfolio component/processes, reviewing each student’s Level II Work Sample Portfolio and formally evaluating each student’s Level II Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubrics and the Level II Teacher Work Sample
Worksheet. Each student's Level II TWS assessment will then be submitted online by the course instructor with an email copy to the student.

When evaluating a student's Level II TWS, course instructors are asked to refer to the indicators beneath each component/process and indicate if there is an area of concern. Comments will assist the student in strengthening any areas of concern.

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

**Evaluation Form Submission**

At the end of the semester the scores from the Level II Teacher Work Sample Portfolio Worksheet are to be submitted online at by the co-requisite course instructor.

**Instructions to submit online:**

- Go to [www.kean.edu/~tpc](http://www.kean.edu/~tpc). Click on Submit Online Assessment.
- On the Online Assessment Submission page, locate the column "To be submitted by Course Instructor." Scroll down and click on the link for Teacher Work Sample Portfolio - Level II.
- Enter password. (Contact TPC for password, if unknown).
- Enter required information (course number, student name and email address, etc.)
- Enter scores, areas of concern and comments from Level II worksheet.
- Review and submit assessment
- Repeat for each student.
**APPENDIX F**

KEAN UNIVERSITY  
College of Education  
Teaching Performance Center  
215 Hennings Hall – Union, NJ 07083

**TEACHER WORK SAMPLE PORTFOLIO (TWS) ASSESSMENT/WORKSHEET**  
Level II – Preprofessional Field Experience

Date: ___________________________  
Student Name: ___________________  
Student Status: ___ UG ___ Post-Bac ___GR  
Course Instructor: ________________  
Student Email Address: ____________

Directions: Score and then submit this assessment online at www.kean.edu/~tpc. This assessment is based upon the components/processes as determined by the Teacher Work Sample Portfolio rubrics. Scoring rubrics are program/content specific and can be found at www.kean.edu/~coe. Click on Teacher Work Sample. Please check any Indicators that are an area of concern and explain in the comment box.

<table>
<thead>
<tr>
<th>Component: Introduction to the Portfolio</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Purpose is defined</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Outcomes met by the candidate are described</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>O. Relevant connections are made between the elements of the TWS and the outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>O. Description of the organization of the TWS is included</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Component: Contextual Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Knowledge of community, school and classroom factors is evident</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Knowledge of characteristics of students, skills and prior knowledge is evident</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Knowledge of students’ varied approaches to learning is evident</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Knowledge of students’ skills and prior knowledge is evident</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Implications for instructional planning and assessment is provided</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Component: Learning Goals</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Learning goals show significance, challenge and variety</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Learning goals are clear</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Learning goals are appropriate for students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Learning goals are aligned with national, state and/or local standards</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Component: Assessment Plan</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. Alignment with learning goals and instruction is evident</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Assessment plan provides clarity of criteria for performance</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Assessment plan is technically sound with multiple modes and approaches</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>O. Adaptations are based on individual needs of students</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Comments:**
<table>
<thead>
<tr>
<th>Component: Design for Instruction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instruction is aligned with learning goals</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Lesson and unit structure provide accurate representation of content</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Design uses a variety of instruction, activities, assignments and resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Design uses contextual information and data to select appropriate and relevant activities, assignments and resources.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Design uses technology</td>
<td></td>
<td></td>
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</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Component: Instructional Decision-Making</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Instructional decision-making is based on sound professional practice</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Adjustments to instruction are based on an analysis of learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Congruence is evident between modifications to instruction and learning goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Component: Writing Mechanics and Appearance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses of standard English is satisfactory (no more than 8 errors)</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Syntax and word choice is satisfactory and the writing is cohesive.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Appearance is adequate with section dividers and a table of contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**TOTAL SCORE:**

Score of 26 - 35: Accomplished
Score of 21 - 25: Capable
Score of 15 – 20: Developing
Score of 11 – 14: Beginning (Needs revision)
Score of 10 & below: Unacceptable

Additional Comments:

Signatures

Course Instructor ___________________________ Student ___________________________ Date ___________________________

Course instructors are to submit students’ score online at www.kean.edu/~tpc, click on Submit Online Assessment under the Main Heading.

O:\KEANDOC5\Assessments\Online Assessments\TWS Level II Online Worksheet with Contextual Factors.doc

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KEAN UNIVERSITY – COLLEGE OF EDUCATION  
Teaching Performance Center  
215 Hennings Hall – Union, NJ 07083  
908-737-3790 – Fax: 908-737-3795  
tpc@kean.edu

PREPROFESSIONAL FIELD EXPERIENCE PERFORMANCE COMPETENCY ASSESSMENT WORKSHEET  
FINAL ASSESSMENT

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

Student Name: ___________________________  Student Email: ___________________________

Cooperating Teacher: ___________________________  Cooperating Teacher Email: ___________________________

School District & School: ___________________________

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

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

If a student’s rating is less than Accomplished (5), please check any indicators that are areas of concern and explain in the comment box. A minimum score of 3 is required in competencies 1 through 4.

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

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

| 3. Demonstrates how knowledge of content is created and organized.        | Rating |
|   a. Displays extensive content knowledge.                               |        |
|   b. Presents accurate and timely information, stressing depth and breadth of content. |        |
|   c. Integrates knowledge from various fields in selection of resources. |        |
|   d. Helps students recognize the purpose and relevancy of content and activities. |        |
| Comments:                                                                 |        |

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

**TOTAL SCORE:** (will be calculated online)

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

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

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

**IMPORTANT REQUIREMENT:** A Preprofessional Field Experience Final Meeting Form showing both the supervisor and cooperating teacher final scores is required to be submitted to the TPC at the end of the semester. This form is part of the student’s permanent record.
APPENDIX H

TEACHING PERFORMANCE CENTER
Kean University – College of Education
215 Hennings Hall – Union, NJ 07082
908-737-3790/Fax: 908-737-3795
tpc@kean.edu

PREPROFESSIONAL FIELD EXPERIENCE - FINAL ASSESSMENT FORM
PERFORMANCE COMPETENCY ASSESSMENT

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

Date: ___________________________ Semester: ___________________________

Student Name: __________________________________________________________

Certification/Program: ______________________________________________________

Supervisor Name: _________________________________________________________

Cooperating Teacher Name: _______________________________________________

School District: ___________________________ School: ________________________

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

Supv Final Score: ____________ Date assessment submitted online: ______________

Coop Final Score: ____________ Date assessment submitted online: ______________

_______ Recommended for admission to Professional Internship/Preprofessional II

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

_______ Not recommended for admission to Professional Internship/Preprofessional II

Student Signature: _________________________________________________________

Supervisor Signature: _____________________________________________________

Cooperating Teacher Signature: _____________________________________________

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

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APPENDIX I
TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY OF NEW JERSEY
COLLEGE OF EDUCATION
HENNINGS 215 - UNION, NJ 07083
Telephone (908) 737-3790 - Fax (908) 737-3795
Email: tpc@kean.edu

Special Case in Field Experiences: Action Plan for Improvement

Level of Field Experience: ___ Introductory ___ Preprofessional ___ Professional Internship
Student Status: ___ Undergraduate ___ Post-Baccalaureate ___ Graduate
Program: ___ Bilingual ___ Biology ___ Early Childhood ___ Earth Science ___ Elementary
        ___ Elem/Middle ___ Chemistry ___ Fine Arts ___ Health/PE ___ Mathematics
        ___ Music ___ Social Studies ___ Spanish ___ Teacher of Std w/Dis ___ Theatre
Campus: ___ Union ___ Kean@OCC

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

A. Semester: ___ Fall ___ Spring Year: ___ Date:

Field Experience Student:
District & School:
Supervisor:
Cooperating Teacher:

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

B. Explanation of problem:

C. Plan of Action for Improvement

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

COMMENTS:

http://www.kean.edu/~tpc/forms/Special Case - online form doc
The Teaching Performance Center, in compliance with the Family Educational Rights and Privacy Act of 1974 will, if requested by the candidate, provide the right to inspect and review these records.
APPENDIX J

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

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.
**FIELD EXPERIENCE NARRATIVE OBSERVATION**

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

**Semester:**
- O Fall
- O Spring
- O Summer

**Programs:**
- O Bilingual
- O Early Childhood
- O Edu of Deaf
- O Elementary
- O Elem/Middle
- O English
- O ESL
- O Fine Art
- O Health/PE
- O Mathematics
- O Music
- O Science
- O Spanish
- O Tchr Stid w/Disab
- O Theatre

Date & Time of Next Visit

Cooperating Teacher Signature

Date:__________

Supervisor Signature

Date:__________

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

KNOWLEDGE

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

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

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

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

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

SKILLS

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

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

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

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

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

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

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

DISPOSITIONS/VALUES

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

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

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

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

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

Revised 11/13
APPENDIX L
TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY - COLLEGE OF EDUCATION
HENNINGS HALL - UNION, NJ 07083
Phone (908) 737-3790/Fax (908) 737-3795
e-mail: tpc@kean.edu

Pre-professional Field Experience
First Visit Checklist

Name of Preprofessional Student

Name/Address of School

School Telephone

Name of Cooperating Teacher

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

Name of Principal Principal’s Email

Name of Supervisor/Department Chair

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

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

The first visit is for each party to get to know each other and to set expectations. It is suggested that the handbooks, A Guide to Professional Laboratory Experiences II: Pre-professional Field Experience and the Guide to Compiling a Teacher Work Sample Portfolio be read. The first visit will be a general orientation for all concerned and will provide a basis for concerns that may arise and to establish points of clarification.

Planning

- The lesson plan for each class for each day the student teaches should be completed on the lesson plan form provided in Appendix L in the Preprofessional Field Experience Handbook or on the form provided by the school/supervisor.

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

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

• A Mini-Teacher Work Sample will be completed during the field experience. This includes the processes of: Learning Goals, Assessment Plan, design for Instruction and Instructional Decision-Making.

• Journal entries are to kept daily and may be used as part of the student’s Teacher Work Sample Portfolio.

• The student prepares materials throughout the experience which are part of the student’s Teacher Work Sample Portfolio.

Supervision

• The first visit will be to establish expectations. The student’s Emergency Information/Policy Response Form will be collected at this time and forwarded to the TPC.

• All other visits will be for observational purposes.

• A minimum number of visits will occur dependent upon the student’s program. A Narrative Observation Form will be completed at each of these visits. One formal evaluation will be completed by the cooperating teacher and the university supervisor/clinical instructor at the end of the semester and at least one formal observation will occur prior to your evaluation.

• A post-conference will occur after each formal and informal review sessions and will be used to discuss your lesson in terms of:
  o What worked and why did it work?
  o What didn’t work and why?
  o What could be done differently?

These areas should also be discussed in your daily reflective journal entries. The purpose of the post-conference is to develop more effective techniques through recommendations and self-evaluation. Accepting constructive criticism in a positive way is the first step in becoming a more effective teacher.

• Time records should be kept.

• Problems should immediately be brought to the attention of the university supervisor/clinical instructor by the preprofessional student and/or cooperating teacher.

Student Schedule

• The student is to follow the cooperating teacher’s curriculum and time schedule.

• The student is to follow the school district’s calendar, not the university’s calendar.

• If the student must be absent from the field site, he/she must notify the cooperating teacher AND the university supervisor/clinical instructor.

• A student who is absent from the field, must make up the time. The cooperating teacher and the supervisor will decide how best to do this.

Timelines

• Review the handbooks, *A Guide for Professional Laboratory Experiences II – Pre-professional Field Experience* and *A Guide to Compiling a Teacher Work Sample Portfolio*, prior to the first meeting.
- Review the cooperating teachers handbook(s) to become familiar with school policies and procedures. This should occur prior to the end of the third week.

- By the end of the third week:
  - Begin working with individual students
  - Begin working with small group activities
  - Begin teaching the entire class

- Sometime after the end of the fifth week, a formal observation with a post-conference will occur.

- No more than 10 days before the end of the semester, a formal observation and evaluation with a post-conference will occur.

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

<table>
<thead>
<tr>
<th>University Supervisor/Clinical Instructor Signature</th>
<th>Date</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Pre-professional Student Signature</th>
<th>Date</th>
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</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
To receive a certificate for New Jersey Professional Development Hours, please complete the information below and mail to the Teaching Performance Center or return it to the student's university supervisor by November 1 for the Fall semester, March 1 for the Spring semester, and May 31 for the summer semester.

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

Semester: O Fall  O Spring  O Summer  Year ___________  University Supervisor: ________________________________
O Mr.  O Ms.  Last Name ___________________________  First Name: ________________________________
Home Address: ___________________________________________  Email: ________________________________
City, St, Zip ___________________________________________  Telephone: ________________________________
Name of Kean Student: __________________________________  Your School District: _________________________
Your School & Address: ____________________________________
Name of Principal: ______________________________________  Principal’s Email: __________________________

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

Will you share the mentoring responsibilities for this student with another teacher?  O Yes  O No
If yes, please indicate the teacher(s) name(s): ______________________________________________________

1. Age:  O 20 or below  O 21-30  O 31-40  O 41-50  O 51-60  O 61+
2. Certifications (fill in as many as apply)  O P-3  O K-5  O 5-8  O K-12 Subject Area  O Teacher of Students w/Disabilities
3. Are you a Kean graduate?  O Yes  O No  If yes, received:  O Undergraduate  O Yes  O No  O Graduate:  O Yes  O No
4. Degree (Fill in highest attained)  O Bachelors  O Masters  O Doctorate
5. Ethnicity (Fill in one)  O Asian  O Black  O Hispanic  O Native American  O White
6. Were you recommended or did you volunteer to mentor this student? (Fill in only one)  O Recommended  O Volunteered
7. What do you see as the mutual benefits of being a cooperating teacher? (Fill in all that apply)
   O Build leadership skills  O Improve in P-12 learning
   O Connection to a University  O Increased confidence in my teaching
   O Assess and refine curriculum and instruction  O Encourage collaboration and problem-solving
   O Lower student-teacher ratio  O Meeting PDP requirements
   O Accrue professional development hours and/or honorarium  O Passing along professional knowledge/skills
   O Self-reflection on teaching practices  O Share commitment to your school community
   O Increased attention to individual students  O Co-teaching opportunities
8. Does your union contract include provisions relating to mentoring?  O Yes  O No  O Do not know

(PLEASE COMPLETE OTHER SIDE...
9. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?  O Yes  O No

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

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

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

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

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

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

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

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

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

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

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

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

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

Comments about your mentoring experience: ____________________________

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

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

**KEAN UNIVERSITY**  
College of Education

### PROFESSIONAL DEVELOPMENT HOUR CREDITS AVAILABLE TO COOPERATING TEACHERS

*(for mentoring of field experience students)*

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

**For university students who were required to perform field work in two separate locations

***Unsupervised

^Subject to change by NJ Dept. of Education

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Aug-12

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APPENDIX O

KEAN UNIVERSITY
COLLEGE OF EDUCATION
UNION, NJ 07083

Dear Cooperating Teacher:

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

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

Please respond to the following:

The student teacher __________________________________________________________

(Name)

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

Cooperating Teacher’s Name ____________________________________________________

Cooperating School: ________________________________________________________

Comments regarding this student: ____________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

_________________________ __________________________
Cooperating Teacher Signature Date

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

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

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

Last Name: ___________________________ First Name: ___________________________
Address: __________________________________________
City, State, Zip: ______________________________________
Phone: ___________________________ Email: ___________________________
University Supervisor: ___________________________ Phone: ___________________________

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

Name: ___________________________ Relationship: ___________________________
Address: __________________________________________
Phone: ___________________________
Name: ___________________________ Relationship: ___________________________
Address: __________________________________________
Phone: ___________________________
Name: ___________________________ Relationship: ___________________________
Address: __________________________________________
Phone: ___________________________

Student Signature: ___________________________ Date: ___________________________

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

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

POLICY RESPONSE FORM

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

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

Student Name

Social Security Number or Kean ID Number

Course Number

Supervisor Name

Semester Profession Internship ___ OR Preprofessional Experience ___

I have read my respective Field Experience Guide/Handbook and the Teacher Work Sample Portfolio Handbook and agree to abide by the policies and procedures of Kean University, the College of Education and the Teaching Performance Center. I also agree to abide by the policies and procedures of any school districts throughout the placement experience as well as complete all the requirements of my field experience.

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

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

__________________________  ______________________
Student Signature  Date

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

O:AKEANDOCS/MISCFORM/Policy Response Form.doc

Revised 11/08
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<th>Fax</th>
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<td>Mr. Thomas Dowd</td>
<td>Atlantic County Office of Education</td>
<td>6260 Old Farning Highway</td>
<td>732-249-2900</td>
<td>732-296-0683</td>
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<td>Mays Landing, NJ 08330-1599</td>
<td></td>
<td>Debbie Hudson, Secy.</td>
<td>Ext. 3425</td>
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<td>Bergen</td>
<td>Dr. Aaron R. Graham</td>
<td>Bergen County Office of Education</td>
<td>2nd Floor, Room 350</td>
<td>732-431-7810</td>
<td>732-776-7237</td>
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<td>PO Box 6000</td>
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<td>973-285-3341</td>
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<td>Mrs. Peggy Nicoulae</td>
<td>Camden County Office of Education</td>
<td>2 Academy Dr. Westampton, NJ 08060</td>
<td>856-401-2400</td>
<td>856-401-2423</td>
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<td>Cape May County Office of Education</td>
<td>4 Moore Road, DN 701</td>
<td>732-929-2078</td>
<td>732-506-5336</td>
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<td>Cape May Court House, NJ 08210</td>
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<tr>
<td>Cumberland</td>
<td>Dr. Richard Steppa</td>
<td>Cumberland County Office of Education</td>
<td>19 Landis Avenue</td>
<td>856-339-8611</td>
<td>856-935-6290</td>
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<td>Essex</td>
<td>Dr. Lawrence S. Feistod</td>
<td>Essex County Office of Education</td>
<td>Leroy Smith Public Safety Building</td>
<td>973-621-2750</td>
<td>973-621-1603</td>
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<td>Gloucester</td>
<td>Dr. H. Mark Stanwood</td>
<td>Gloucester County Office of Education</td>
<td>Shady Lane Complex</td>
<td>973-579-6996</td>
<td>973-579-6476</td>
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<td>Hudson County Office of Education</td>
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<td>Mercer County Office of Education</td>
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<td>Warren</td>
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<td>973-579-6476</td>
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* = # of operating districts (does not include non-operating districts)
APPENDIX S
KEAN UNIVERSITY
COLLEGE OF EDUCATION

HOW WILL I GET CERTIFIED TO TEACH?

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

2. Pass the 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 BACALAUREATE 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 Student Services
   East Campus – Room 218A
   908-737-5910

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August 6, 2013

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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 areas(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.
# APPENDIX U

## PRAXIS II TEST(S) TO MEET NJ QUALIFYING SCORE(S) FOR TEACHING CERTIFICATE(S) AND ENTRANCE REQUIREMENTS FOR THE KU PROFESSIONAL INTERNSHIP

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<td>Bilingual/Elementary Education (K-6) Bilingual/Elementary-Middle (K-6, K-6/5-8) (dual certification)</td>
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<td>Early Childhood (P-3) (UG ONLY)</td>
<td>Early Childhood: Content Knowledge AND Elementary Education Multiple Subjects Test</td>
<td>5022 5001</td>
<td>159 ---</td>
</tr>
<tr>
<td>Early Childhood (P-3) (GR &amp; CT)</td>
<td>Early Childhood: Content Knowledge</td>
<td>5022</td>
<td>159</td>
</tr>
<tr>
<td>Elementary Education K-6 (computerized only)</td>
<td>Elementary Education Multiple Subjects Test: Reading &amp; Language Arts Mathematics Social Studies Science</td>
<td>5001 5002 5003 5004 5005</td>
<td>--- 157 157 155 159</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary w/ Subject Matter Preparation: Language Arts Literacy (5-8)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School English Language Arts</td>
<td>5001 5047</td>
<td>--- 164</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary w/ Subject Matter Preparation: Mathematics (5-8)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Mathematics</td>
<td>5001 5169</td>
<td>--- 165</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary w/ Subject Matter Preparation: Social Studies (5-8)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Social Studies</td>
<td>5001 5089</td>
<td>--- 158</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification) Elementary w/ Subject Matter Preparation: Science (5-8)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Science</td>
<td>5001 5440</td>
<td>--- 150</td>
</tr>
<tr>
<td>English Language, Literature, and Composition (P-12)</td>
<td>English Language, Literature, and Composition: Content Knowledge (computer)</td>
<td>5038</td>
<td>167</td>
</tr>
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<td>English as a Second Language (ESL) KEAN STUDENTS ONLY</td>
<td>Elementary Education Multiple Subjects Test:</td>
<td>5001</td>
<td>---</td>
</tr>
<tr>
<td>Health &amp; Physical Education (P-12)</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>5857</td>
<td>160</td>
</tr>
<tr>
<td>Mathematics (P-12 Subject Area)</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>Seeking Certification in</td>
<td>Praxis II Test(s)</td>
<td>Test Code</td>
<td>Current NJ Qualifying Score</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------</td>
<td>-----------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Music (P-12 Subject Area)</td>
<td>Music: Content Knowledge (computer)</td>
<td>5113</td>
<td>153</td>
</tr>
<tr>
<td>Science (P-12 Subject Area)</td>
<td>Biology: Content Knowledge</td>
<td>5235</td>
<td>152</td>
</tr>
<tr>
<td>Biology (both tests required)</td>
<td>AND General Science: Content Knowledge</td>
<td>5435</td>
<td>152</td>
</tr>
<tr>
<td>Chemistry (P-12 Subject Area)</td>
<td>Chemistry: Content Knowledge</td>
<td>5245</td>
<td>152</td>
</tr>
<tr>
<td>(both tests required)</td>
<td>AND General Science: Content Knowledge</td>
<td>5435</td>
<td>152</td>
</tr>
<tr>
<td>Earth Science (P-12 Subject Area)</td>
<td>Earth and Space Sciences: Content Knowledge</td>
<td>5571</td>
<td>153</td>
</tr>
<tr>
<td>(both tests required)</td>
<td>AND General Science: Content Knowledge</td>
<td>5435</td>
<td>152</td>
</tr>
<tr>
<td>Social Studies (P-12 Subject Area)</td>
<td>Social Studies: Content Knowledge</td>
<td>5081</td>
<td>157</td>
</tr>
<tr>
<td>Spanish (P-12 Subject Area)</td>
<td>Spanish: World Languages</td>
<td>5195</td>
<td>168</td>
</tr>
<tr>
<td>Speech Arts and Theatre</td>
<td>Speech Communication: Content Knowledge</td>
<td>5221</td>
<td>143</td>
</tr>
<tr>
<td>(both tests required)</td>
<td>AND Theatre</td>
<td>5641</td>
<td>153</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities (TSD)</td>
<td>No test currently required for licensure.*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech Language Specialist</td>
<td>Speech Language Pathology</td>
<td>5531</td>
<td>162</td>
</tr>
<tr>
<td>Theatre (P-12 Subject Area)</td>
<td>Theatre</td>
<td>5641</td>
<td>153</td>
</tr>
</tbody>
</table>

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/~tce](http://www.kean.edu/~tce). 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.**
APPENDIX V

EDUCATIONAL WEBSITES & PROFESSIONAL ORGANIZATIONS

A. New Jersey Department of Education

www.nj.gov/education/

New Jersey Core Curriculum Content Standards

www.state.nj.us/education/cccs

www.corestandards.org

New Jersey Professional Standards for Teachers

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

B. General

Education-Based Websites

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

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

Smart Teaching
www.smartteaching.org/

EdHelper.com
www.edhelper.com

Educational Units and Lesson Plans
www.coollessons.org

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

Lesson Plans Page
www.lessonplanspage.com

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

www.adprima.com

www.BEHAVIORAdvisor.com

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

www.proteacher.com

D. English Language

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

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

PROFESSIONAL ORGANIZATIONS

Specialized Program Associations: Standards for Teachers

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

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

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

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

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

National Association of Schools of Music
www.nasn.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.ncetm.org
National Science Teachers Association (NSTA)
www.nsta.org

Teachers of English to Speakers of Other Languages (TESOL)
www.tesol.org

National Art Education Association
www.arteducators.org

National Professional Organizations

National Education Association
www.nea.org

American Federation of Teachers
www.aft.org

Association for Middle Level Education
www.amle.org

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

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

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

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

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

American Chemical Society
www.acs.org

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

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

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

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

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International Reading Association (IRA)
www.reading.org

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

National Association for Music Education
www.hafme.org

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

State Professional Organizations

New Jersey Association for the Education of Young Children
www.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 W

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 becoming a substitute teacher?

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

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

Are there any other reasons to obtain a substitute certificate?

If you are planning to remain in the College of Education and seek your teacher certification, be advised that 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
APPENDIX X
Kean University – College of Education

Daily Lesson Plan Format

Topic: ___________________________________________ Time:__________

1. Educational Standards and Objectives:
   A. Educational standards (From New Jersey Core Curriculum Content Standards)
   B. Educational objectives (What students are expected to learn; written in measurable terms – Students will be able to...[SWBAT])
      Note: The objectives should encompass thinking skills as specified in Bloom’s Taxonomy.

2. Anticipatory Set:
   A. Introduces the lesson to the class including its purpose and objective(s).
   B. Introduces new vocabulary words.
   C. Connects to previous learning
   D. Aids in the determination of prior knowledge of the students – Readiness
   E. Serves as a motivational activity – Hook to grab the students’ attention

3. Instructional Materials and Resources:
   Includes materials (books, papers, pencils, etc.) and technology

4. Procedures/Strategies/Methodology (Teaching):
   A. Input: Teacher provides information, e.g. lecture, films, etc.
   B. Modeling: Teacher shows the students how to do the activity; students watch the teacher do the activity.
   C. Providing directions: Breaks the activity into its various components
   D. Checking for understanding: Formats questions based on levels of Bloom’s Taxonomy; Concept of “wait time”
   E. Including:
      a. Differentiation of instruction
      b. Instructional setting (i.e. independent work, cooperative learning groups)

5. Guided Practice:
   Student has the opportunity to demonstrate his/her understanding of the concept presented (Praise, Prompt, Leave – Fred Jones)

6. Closure and Extension:
   A. Provides a conclusion to the lesson – recap of the lesson and summary with the active participation of the class.
   B. Eliminates confusion of the students.
7. Independent Practice (Extension of learning):
   Student should have the ability to apply something he/she learned in the lesson, otherwise it will rapidly be forgotten. This can be done through homework, work in class, tutoring, before and/or after school sessions with teacher.

8. Assessment:
   A. Pre-assessment
   B. Formative assessment
   C. Summative assessment

Note: Not all of the aforementioned elements will be present in every lesson.

Adopted 12.08.08
EMSE Department