A Guide for Professional Laboratory Experiences

Professional Internship Handbook III

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

2015

NCATE
The Standard of Excellence in Teacher Preparation
TEACHING PERFORMANCE CENTER
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I. PURPOSE OF HANDBOOK

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

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

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

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

This handbook has been developed to serve as a guide for professional interns, their cooperating teachers, and university supervisors/clinical instructors. We dedicate it to the hundreds of cooperating teachers and administrators in the schools of New Jersey who continue to provide guidance and to model effective teaching strategies and educational values for future generations of educators.
The mission of the College of Education, based on our conceptual framework, is to prepare informed, dynamic professionals for diverse settings who:

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

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

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

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

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

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

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

The Mission of the College of Education

Currently, there are over 2,000 students enrolled in 14 undergraduate programs and close to 1,000 students enrolled in nine graduate programs in the College of Education at Kean University. Kean University is the largest 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 the field experience. 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’s College of Education prepares its graduates to be informed, dynamic professionals. Toward that end, a basic curriculum model called the SPECTRUM has been adopted to provide teacher education students with the knowledge, skills, and dispositions to become informed, dynamic professionals.

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

Webster defines a spectrum as an array of components, separated and arranged in order of some varying characteristics\(^1\). 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 specialties, 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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IV. COLLEGE OF EDUCATION LEARNING OUTCOMES

The College of Education has defined a set of learning outcomes that candidates must meet reflecting the SPECTRUM conceptual framework of Knowledge, Skills and Dispositions (Values). Every individual program within the College also has developed a set of specific learning outcomes 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 Teacher Work Sample Portfolio is one way in which students demonstrate their achievements. The College of Education learning outcomes that appear below are aligned with the New Jersey Professional Standards for Teachers 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) 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) a through 5 below. In addition, those candidates seeking the preschool through grade three endorsement shall comply with the requirements in (b) below, and candidates seeking special education endorsements shall comply with requirements in (e), (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 program. Clinical experiences in schools/districts/agencies are designed as integral to the university course work and each serves as a prerequisite to the next level of field-based education. The goal of the 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 different 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 placement 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 NJCCSS 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.

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

PREPROFESSIONAL FIELD EXPERIENCE

Objectives: to prepare lesson plans aligned with NJCCSS 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 NJCCSS 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 NJCCSS & NJPTS*, a video tape presentation, and completion of Teacher Work Sample.

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

Supervised and Assessed by: cooperating teacher and assigned university supervisor

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

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

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

## Field Experience Sequence: Time and Placement Requirements
### Introductory, Preprofessional and Professional Internship

<table>
<thead>
<tr>
<th>Teacher Education Program</th>
<th>Introductory Placements &amp; Time Requirement(s)</th>
<th>Preprofessional Placement(s)</th>
<th>Preprofessional Time Requirement(s)</th>
<th>Professional Internship Placement(s)</th>
<th>Internship Time Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual/Elementary K-6</td>
<td>EMSE 2800 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800 Regular classroom; gr K(full-day)-5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Bilingual/Elementary K-6/5-8</td>
<td>EMSE 2802 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802 Middle school; gr 6-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Bilingual classroom; gr K(full-day)-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>EC 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EC 3400 Preschool AND Kindergarten</td>
<td>3 days per week (3 1/2 hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401 Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Early Childhood M.A.</td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td>EC 5565 Elem. class: gr K(full day) - 3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Elementary K-6</td>
<td>EMSE 2800 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3800 Elementary classroom; gr K(full day) -5</td>
<td>1 day per week; full semester</td>
<td>EMSE 4810 Elementary classroom; gr K(full day) -5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Elementary K-6 &amp; Middle 5-8</td>
<td>EMSE 2802 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3802 Middle school; gr 5-8 in content area</td>
<td>1 day per week; full semester</td>
<td>EMSE 4812 Elementary classroom; gr 1-5</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Fine Art</td>
<td>FA 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>FA3902 Artist/Tchr Field Exp 1; gr K-5 FA 3903 Artist/Tchr Field Exp 2; gr 6-12</td>
<td>6 hours per week; full semester</td>
<td>FA 4981 1st half – St Tch Fine Art; K-5 2nd Half – St Tc hFine Art; 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>PED 2800 Full semester class 20 hours observation Physical Education</td>
<td>PED 3690 PE class; gr K-5 PED 3691 Health/PE class; gr 6-12</td>
<td>3 hours per week; full semester</td>
<td>PED 4699 1st half – PE class; gr K-5 2nd Half – Health/PE class; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>P-12 Subject Areas: Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
<td>EMSE 2801 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3801 Content area classroom; gr 6-12</td>
<td>1 day per week; full semester</td>
<td>EMSE 4811 Content area classroom; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
</tbody>
</table>
# Field Experience Sequence: Time and Placement Requirements

## Introductory, Preprofessional and Professional Internship

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

*Preferred Placement*
### Field Experience Eligibility Requirements

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

### Preprofessional Field Experience Requirements

(all Preprofessional field experiences require admittance into a College of Education program)

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req'd</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem-Mid – UG/CERT (EMSE3800)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400 or EMSE 3403</td>
<td>EMSE 3410</td>
<td>Min grades of B- required Satisfactory scores attained on written &amp; oral proficiency tests</td>
</tr>
<tr>
<td>Early Childhood — UG/CERT* (EC 3400)</td>
<td>≥ 65</td>
<td>EC 2900 &amp; EC 3250 &amp; EDUC 3000.</td>
<td>EC 3300 &amp; EDUC 3400 (if not already taken as a prerequisite) &amp; EMSE 3903</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Elementary Ed – UG/CERT* (EMSE 3800)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3123</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Elementary/Middle – UG (EMSE 3802)</td>
<td>≥ 65</td>
<td>EMSE 2800 &amp; EDUC 3000 &amp; EDUC 3400</td>
<td>EMSE 3300</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>TESL – CERT* (EMSE 3801)</td>
<td>NA</td>
<td>EMSE 2801 &amp; EDUC 3000 &amp; EDUC 3400 or EDUC 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>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level II – UG/CERT* (FA 3903)</td>
<td>≥ 60</td>
<td>FA 3902 &amp; FA 3900 &amp; EDUC 3000</td>
<td>FA 3901</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level I – GR (FA 3902)</td>
<td>NA</td>
<td>None</td>
<td>FA 5015</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts – Level II – GR (FA 3903)</td>
<td>NA</td>
<td>FA 3902 &amp; FA 5015</td>
<td>FA 5016</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Health/PE – Level I – UG/CERT (PED 3690)</td>
<td>≥ 60</td>
<td>PED 2800</td>
<td>PED 3610</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>Health/PE – Level II – UG/CERT (PED 3691)</td>
<td>≥ 60</td>
<td>PED 3690 &amp; PED 3610</td>
<td>PED 3611</td>
<td>Min grades of C required except PED 2800 (min grade of B-)</td>
</tr>
<tr>
<td>Music – Level I - UG/CERT (MUS 3311)</td>
<td>≥ 60</td>
<td>MUS 2900</td>
<td>MUS3310, MUS3241 &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 3120 (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 wDisabilities – UG/CERT (SPED 3001)</td>
<td>≥ 60</td>
<td>SPED 2120 &amp; 6 credits of Professional Education</td>
<td>SPED 3000</td>
<td>Min grades of B- required</td>
</tr>
</tbody>
</table>

### Professional Internship Requirements

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

<table>
<thead>
<tr>
<th>Program (Course)</th>
<th>Credits Req'd</th>
<th>Prerequisite Courses</th>
<th>Co-requisite Course(s)</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Elementary/Elem (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE 3800 &amp; EMSE 3410 &amp; EMSE 4441</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Early Childhood – UG/CERT* (EC 4401)</td>
<td>≥ 95</td>
<td>EC 3400 &amp; EC 3250 &amp; EC 3300 &amp; EC 4260 &amp; EC 4300 &amp; ID 2950 &amp; ID 2955 &amp; ID 3210 &amp; ID 4240 &amp; EDUC 3000 &amp; EDUC 3400 &amp; EMSE 3903</td>
<td>EC 4000</td>
<td>Min grade of B- required</td>
</tr>
<tr>
<td>Early Childhood – Graduate (EC 5565)</td>
<td>≥ 18</td>
<td>EC 5000 &amp; EC 5510 &amp; EC 5230 &amp; EC 5275 &amp; EC 5520 &amp; EC 5500</td>
<td>EMSE4900</td>
<td>Must maintain 3.0 GPA</td>
</tr>
<tr>
<td>Elementary Ed – UG/CERT (EMSE 4800/4810)</td>
<td>≥ 95</td>
<td>EMSE3800 &amp; EMSE3123 &amp; EMSE3140 &amp; EMSE3903</td>
<td>EMSE4900</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Elementary/Middle &amp; Elem. /Mid. Bilingual – UG (EMSE 4800/4812)</td>
<td>≥ 95</td>
<td>EMSE 3802 &amp; EMSE 3123 &amp; EMSE 3140 &amp; EMSE 3300 &amp; EMSE 3903, EMSE 3905 for bilingual.</td>
<td>EMSE 4900</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>TESL – CERT (EMSE 4801/4811)</td>
<td>NA</td>
<td>EMSE 3801</td>
<td>EDUC 4000, ENG 4159 or 5159</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Instruction &amp; Curriculum – GR (EMSE 5564)</td>
<td>≥ 18</td>
<td>EMSE 5560 &amp; EMSE 5340 &amp; EMSE 5314 or EMSE 5315 &amp; EMSE 5323 &amp; EMSE 5330</td>
<td>EMSE 5561</td>
<td>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>Maintain 3.0 GPA</td>
</tr>
<tr>
<td>Health/PE – UG/CERT* (PED 4699)</td>
<td>≥ 95</td>
<td>PED 3691 &amp; PED 1500 &amp; PED 2500 &amp; PED3611 &amp; EDUC 3000 &amp; EDUC 3401 &amp; EDUC 4000</td>
<td>PED 4610</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Fine Arts – GR (FA 4991)</td>
<td>≥ 18</td>
<td>FA 3903 &amp; FA 5016</td>
<td>EDUC 4000</td>
<td>Min grades of B- required</td>
</tr>
<tr>
<td>Music – UG/CERT (MUS 4301)</td>
<td>≥ 95</td>
<td>MUS 3321 &amp; MUS 3320 &amp; EDUC 3401</td>
<td>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; EMSE 3401 (All programs)</td>
<td>EDUC 4000</td>
<td>Min. grades of B- required</td>
</tr>
<tr>
<td>Teacher of Students wDisabilities – UG/CERT (SPED 4135)</td>
<td>≥ 95</td>
<td>SPED 3001 &amp; all other professional education courses</td>
<td>SPED 4200 OR EDUC 4600 for K-12 candidates</td>
<td>Min. grades of B- required</td>
</tr>
</tbody>
</table>
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 having “one brain in two bodies.” Others call it “tag team teaching.” From a student’s perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.
Caution – Team Teaching is generally considered the hardest format to implement but the most satisfying, as both teachers must be equally prepared and knowledgeable about the lesson content, the readiness level of the students and their learning styles.

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

E. Co-Teaching Basic Approaches
VIII. PROFESSIONAL INTERNSHIP EXPERIENCE

A. Purpose of the Professional Internship Experience

The professional internship is the third and final stage in the teacher preparation sequence; a stage that requires a student to spend an entire 15 or 16 week semester — everyday, all day - in an assigned school or agency. Interns are expected to follow the same schedule as the cooperating teacher including appropriate professional activities.

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. The professional intern practices theories he/she has learned regarding daily lesson planning, classroom management, assessment, and the integration of technology into classroom practice. The professional intern is required to instruct individual students and small groups of students as well as the whole class and to reflect on that instruction.

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

B. Admission to Professional Internship Experience

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

1. Undergraduate Students
   a. Formal acceptance into a department within the College of Education. These departments are: Early Childhood and Family Studies; EBE-Elementary and Bilingual Education; MSE-Middle and Secondary Education; Fine Arts (P-12); Music (P-12); Physical Education and Health (P-12); and Special Education (Teacher of Students with Disabilities).
   b. A minimum of 95 credit/semester hours completed.
   c. Cumulative grade point average (GPA) of 3.0 or above effective 09/01/12 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 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.
   e. Successful completion of Introductory Field Experience and Pre-professional Field Experience. Undergraduate teacher education candidates seeking an initial certification at Kean University are required to complete successfully at least one pre-professional field 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. Successful completion of specific program requirements including prerequisite courses as determined by the program/department in which accepted. Individual department and/or program requirements may supersede the above stated eligibility requirements. Please check with the coordinator of your specific program.

h. *The College of Education requires that a professional internship student 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 field 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. Effective Spring 2011, *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 w/Disabilities (TSD) program* must pass the Content Knowledge Test for their content area. TSD students seeking K-6/5-8 certification are required to meet the NJ Qualifying Score(s) for *both* the Elementary Education Multiple Subjects Praxis II test (5001) effective 09/01/14 **AND** the Middle School Content Knowledge exam for their academic area, effective Spring 2011. 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.

i. A student seeking Bilingual Teacher Certification will be recommended for field experience placement; both pre-professional 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.

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

2. Post Baccalaureate Certification Students (must be matriculated)

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

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

c. Successful completion of the respective Introductory Field Experience and Pre-professional Field Experience. Post-baccalaureate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one pre-professional field experience at Kean as well as a full semester of professional internship.

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 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.

f. Successful completion of 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 the program coordinator.

g. The College of Education requires that a professional internship for post-baccalaureate student take and pass the respective Praxis II Test(s) for the 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) effective 09/01/14. Early Childhood Post-Baccalaureate candidates are required to pass only the Early Childhood Content Knowledge Test. 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. Students are to submit a copy of all pages of the student’s Examinee Score Report from ETS to the Teaching Performance Center by the stated deadlines (Fall: August 1, Spring: November 1) in order to participate in the professional internship.

h. A student seeking Bilingual Teacher Certification will be recommended for field experience placement, pre-professional 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.

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

3. Candidates at the Graduate (Advanced) Level

a. Formal acceptance into a department within the College of Education. These departments are: Early Childhood and Family Studies; EBE-Elementary and Bilingual Education; MSE- Middle and Secondary Education; Fine Arts (P-12); and Speech Pathology.

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

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

d. Negative test results for the Mantoux (Tuberculin) Test before entering 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.

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

g. The College of Education requires that a professional internship graduate student meet NJ Qualifying Score(s) for the respective Praxis II Test for the teacher certification that he/she is seeking before he/she can participate in the professional internship field experience. Students seeking ESL licensing will be required to meet the NJ Qualifying Score(s) for the Elementary Education Multiple Subjects Praxis II Test (5001) effective 09/01/14. Early Childhood graduate candidates are required to pass only the Early Childhood Content Knowledge Test. Effective Spring 2011, 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. It is the candidate’s responsibility to schedule and pass the appropriate Praxis II test within the appropriate timeframe. Students must submit a copy of all four 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.

h. A student seeking Bilingual Teacher Certification will be recommended for field experience placement, pre-professional 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.

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

4. Visiting Professional Interns

The College of Education accepts 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. Have a minimum cumulative GPA of 3.0 from an accredited NCATE/CAEP institution.

b. Have passed the Praxis II test for the intended area of certification. The Praxis II score must meet or exceed the required passing score of the state in which the sending institution is located.

c. Submit a letter of support by his/her academic department.

d. Be interviewed by the director of the Teaching Performance Center.

e. Submit a completed Visiting Professional Internship Application (available at TPC-Hennings Hall 215).

f. Complete a TPC Field Placement application (available at TPC-Hennings Hall 215).

g. Register for professional internship at the sending institution.

h. Make payment of fees to Kean University for supervision, cooperating teacher honorarium, and university supervisor/clinical instructor travel costs before August 15 for fall semester placement or December 15 for spring semester 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 interns to those schools.

1. A listing of professional internship sites, as approved by program faculty and school districts, is made available for students as part of the application packet. Students must select a regional assignment from the approved list and/or choose from partnership districts and Professional Development Schools (PDS). Students who attend Kean-Ocean will be placed within 30 miles of Ocean County College.

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

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

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

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

   2) A willingness to provide appropriate learning experiences for professional interns.

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

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

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

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

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<tr>
<th>Professional Development School Sites</th>
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<tr>
<td><strong>Elementary School Sites</strong></td>
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<tr>
<td>Elizabeth: Dr. Orlando Edreira School #26, K-8</td>
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<tr>
<td>Hillside: A. P. Morris Early Childhood Center and George Washington and Hurden Looker Elementary Schools</td>
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<tr>
<td>Perth Amboy: Flynn Elementary School</td>
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<tr>
<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>
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<td>Roselle: Harrison Elementary 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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<tr>
<td>Linden: Linden High School</td>
<td>Morris-Union Jointure Commission: Developmental Learning Center</td>
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<td>Plainfield: Plainfield High School</td>
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<td>Rahway: Rahway High School</td>
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C. Selection and Qualifications of Cooperating Teachers

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

1. Be recommended by the principal and the district office.

2. Be tenured with a minimum of three years teaching experience and fully certified in the content area.

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, demonstrating the ability to positively improve 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 strong skills in collaborating effectively with teachers, colleagues, parents and other adults.

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 intern in developing and implementing lesson plans, observe instruction, and provide meaningful feedback.

12. Have the capability to effectively 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

1. Internship placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education. Preferences will be given to placements where agreements exist with selected P-12 partner schools and agencies. Placements will be within the State of New Jersey and where there is an availability of university supervisors.

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

3. Professional interns will be assigned to placements that are consistent with the certification being sought and meet the guidelines of the student's certification program. (See pages 10-11.)

4. 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 can be expected.

5. Placements in Professional Development Schools 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 an internship placement. If both interviews result in non-acceptance, the student will be evaluated by a Fieldwork Review Committee convened to determine his/her suitability for classroom placement by the Teaching Performance Center. The committee membership will consist of the student’s departmental program coordinator or faculty advisor and representatives from the College of Education Dean’s Office, chaired by the Teaching Performance Center.

8. Transportation to and from the sites of all field assignments is the responsibility of the professional intern.

E. Professional Internship 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 professional internship 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 Professional Internship 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 professional internship are met.
3. Acknowledgment that a university supervisor/clinical instructor from Kean University will be in the classroom to observe and assess the professional intern 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 are 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.
X. PROFESSIONAL INTERNSHIP POLICIES & PROCEDURES

A. Registration

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

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

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

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

B. State of New Jersey Requirements for Educators

1. Mantoux Test (Required)

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

2. Reporting Child Abuse in New Jersey (Required)

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

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

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

All College of Education students are advised strongly to seek 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, pre-professional and professional internship) and placement in school districts/agencies.

These disqualifying crimes/offenses include:

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

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

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

2. A professional intern is required to be in the school and under direct supervision for the designated period of time and for the preparatory periods before and after school. The student is to follow the cooperating teacher’s daily schedule. (See page 7.)

3. The field student shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher. A professional intern is expected to be under supervision at all times and is not to be left alone in the classroom with students. (See page 7.)

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

D. Attendance

1. A professional intern has an obligation to be consistent and punctual in attendance. This applies to two areas:
   a. School-related Activities
      
      A student is to be in the assigned school at the time designated by the cooperating teacher and principal. He/she is to remain at the school for the time 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 factor in travel time to the placement site also in order to arrive at the designated time.

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

      If a professional intern has children, their childcare and/or transportation to and from their schools during the internship 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 professional intern may be required to participate in conferences and meetings with Kean University faculty members. Attendance at these activities is required. These meetings may be during the teaching day or in the afternoon or evening.

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

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

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

E. Reporting an Accident/Incident

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

1. Notify the school/district where injury happened.
2. Notify Kean University Health Services at 908-737-4880 as soon as possible following the incident or accident.
3. Complete an INCIDENT/ACCIDENT REPORT FORM available online at: www.kean.edu/ku/health-services
4. Completed INCIDENT/ACCIDENT REPORT FORM must be filed within ninety (90) days of the INCIDENT/ACCIDENT with Student Health Services at Kean University.

Additional Information Available at www.kean.edu/KU/Health-Services

Insurance Requirement for Students: According to New Jersey state law, every student enrolled as a full-time student at a public or private institution of higher education in this state must maintain health insurance coverage. Kean University has contracted with United Healthcare Inc. to provide Student Accident and Sickness coverage. Any questions that you may have pertaining to this policy or a specific claim can be directed to 1-800-505-4160. A website, which includes a description of benefits, frequently asked questions, applications, and listing of network physicians, is available at www.firststudent.com. For information on how to waive the insurance, please visit:

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

F. Accommodations Policy

Kean University will make reasonable accommodations for persons with documented disabilities, who are registered with the Office of Disability Services. Students need to contact the Office of Disability Services, the University Supervisor or PDS clinical instructor, and professors for all classes as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. Communication between students, the Office of Disability Services, the Director, and professors will be strictly confidential.

For additional information, please contact the Office of Disability Services, Downs Hall 122, 908-737-4910 or disabilityservices@kean.edu.
G. Snow or Inclement Weather

A student's responsibilities for attendance are the same as those for a professional teacher. Schedules are developed to meet requirements of Kean University. Therefore, days missed due to weather problems must be made up by university students. The student should become familiar with the school/district's notification procedures for closing. On days when the weather is questionable, the professional intern should check the district's website and/or listen to the local radio station to find out about school closings. Please do not call the school for the information. Announcements are generally available on the web, TV and radio stations by 6:30 A.M.

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

H. Absence of Cooperating Teacher

In the event that the cooperating teacher is unable to perform the supervisory and mentoring functions, the professional intern will 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. The field student shall be under the direct and continuous personal supervision of an appropriately certified cooperating teacher.

I. Substitute Teaching

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

However, the University strongly urges that students obtain their county substitute certification as soon as they have earned the required 60 credits. Substitute teaching allows students the opportunity to gain valuable experience at varying grade levels and in many different subject areas. A valid NJ State Substitute Certificate, while providing proof of a clean criminal background history, is also an important bridge to obtaining a teaching position after graduation and prior to receiving the standard teaching license from the state. A student may substitute teach only on the days he/she is not assigned to student teach, i.e. before 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 professional intern should occupy a position of neutrality, which means:

1. The situation that affects professional internship is to be reported to the university supervisor and the Teaching Performance Center, Hennings Hall 215, (908) 737-3790.

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

K. Supervision

1. The professional internship 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. There will be a minimum of eight on-site observations and one videotaped evaluation for a total of nine written assessments.

   a) Formal observation reports that are to be completed, signed and submitted include a minimum of six narrative reports, one midterm evaluation, one final evaluation, one video analysis report, and one Teacher Work Sample assessment.

   b) If, for some reason, a school or district will not permit a professional intern to be videotaped, an additional narrative report is to be completed and submitted in lieu of the video analysis report.

   c) For a two-part professional internship experience the following is suggested:

      1st half - observation reports to be completed, signed and submitted include a minimum three narrative reports, one midterm evaluation, one final evaluation, and one video analysis report.

      2nd half - observation reports to be completed, signed and submitted include a minimum of three narrative reports, one midterm evaluation, and one final evaluation. (Note: The Physical Education/Health Department requires a video tape for each of the two experiences.)

   d) A university supervisor/clinical instructor is expected to spend a minimum of fifteen (15) contact hours supervising/observing a professional intern each semester.

   e) Supervisory reports are to be submitted either by electronic transfer or in paper form.

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

L. Removal from Internship Placement

1. Removal from a 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 by the Registrar for the semester in question will be made consistent with the established University/Refund Policy found online in the university course bulletin. A student who has been removed from a placement will be required to meet all recommended interventions determined by his/her program advisor prior to a second and final placement opportunity.
3. Instructions to repeat the professional internship are delineated in Section L below. If removal from the placement is the result of unethical conduct, criminal activity or extreme incompetence in performing the requirements of the experience, the student may be denied a second opportunity for placement.

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

M. Repeating the Professional Internship

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

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

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 program of the College of Education 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. Extending Professional Internship

In certain instances when candidates' successful completion of the internship is in jeopardy and where it is judged 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 chairperson or designee. This committee will review the student's particular situation and recommend an extension of the internship, a recycling of the entire internship, or a complete removal from the internship process.
If a candidate is unable to progress according to the suggested schedule in Section IX.C. because of justified excessive absences or the cooperating teacher is not able to allow the candidate to take over the class and teach full-time for at least seven (7) weeks, the committee will convene and determine how long the internship should be extended. If the internship is to be extended, a Special Case Report must be completed on which are indicated specific program performance competencies in need of strengthening.

If the committee determines that the candidate will not be able to complete the internship within a maximum of a three (3) week extension, the committee may recommend removal from placement and refer the candidate to the Teacher Development Program. In this instance a grade of IP – Incomplete will be given to the candidate until the extension of the internship is completed. The committee can recommend to extend the internship for a designated period of time beyond the instruction period, at the end of which the committee then will decide whether to award the grade of “S”, “U”, or “CG”. If a student declines to extend the internship 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 internship 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 intern requires additional specialized instruction and practice, or (3) the candidate is demonstrating unprofessional behaviors such as continuous lateness, frequent absences, or conduct unbecoming to the teaching profession. If this is the case, the committee is to determine also 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

An intern who has received a score of two or below on any competency on the Professional Intern 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 closely 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 focused 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 videotaping 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) may be made aware of the student’s previous performance in those competency areas in need of remediation.

P. Problems and Concerns

A professional internship 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 relationships.

The following procedure is outlined as a management plan leading to the resolution of a problem or concern with a professional intern:

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

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

3. The 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 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 university supervisor/clinical instructor is held. A Special Case Report (Appendix N) is to be completed by the university supervisor/clinical instructor and signed by the student, the cooperating teacher and the university supervisor/clinical instructor. The original and one copy of the Special Case Report are sent immediately to the Teaching Performance Center. The remaining copies are distributed to the persons indicated. In most cases, this should take place by the end of the 6th week 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 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 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 professional intern’s placement.)

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

N.B.
This procedure is designed so that a professional intern will know what the problem(s) is, specifically how he or she is to correct the situation and, given time, helped to make adjustments. Clearly, the major burden of change is on the professional intern. 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 by following the above procedure.

Q. Assessment and Grading

1. Assessment
The professional intern is assessed on an ongoing basis with both formative and summative evaluation instruments. The initial conference with the intern, cooperating teacher, and university supervisor/clinical instructor is to be held prior to observing the intern instructing students.

A minimum of eight (8) observational visits and supervisory reports are to be completed by the university supervisor/clinical instructor and provided to the professional intern as written feedback. Six (6) narrative reports, one (1) video analysis, one (1) mid-experience, and one (1) final assessment report constitute the nine reports. Please see Appendix H for a sample narrative report and Appendix I for a sample assessment form. The same assessment report form is used for the mid and final reports. Beginning in fall 2010, internship assessments can be submitted online.

The review and analysis of the videotape is also used to evaluate the intern. Videotaping of a professional intern’s performance is a routine part of the assessment process at Kean University. Should a school or district prohibit a videotape, a seventh narrative report is to be substituted.

See Appendix K for a sample copy of the video analysis assessment form. Beginning fall 2010, video analysis assessments can be submitted online.

Frequency of Assessments

a. Single Experience
The professional intern is observed by a university supervisor/clinical instructor a minimum of eight (8) times during the semester completing a narrative or formative report for six (6) observations. A mid-term and a final performance competency form or summative report is completed by the cooperating teacher and the university supervisor/clinical instructor, for a total of two (2) each. A minimum of one (1) video analysis form is completed by the university supervisor/clinical instructor as a substitution for the ninth (9th) visit. The university supervisor/clinical instructor will also evaluate the intern’s Teacher Work Sample Portfolio and complete one (1) TWS Assessment form. The cooperating teacher will evaluate the intern over the course of the semester using the
student's national program standards and complete one (1) Supplemental Program Assessment.

b. **Double Experience**
Program majors in Health/Physical Education, Music, and Fine Arts are required to participate in two (2) separate and distinct field experiences during their professional internship. The professional intern will be observed and supervisory reports completed for each of the two (2) experiences. A mid-term and final performance competency assessment for each of the two (2) experiences are to be completed by the cooperating teacher and university supervisor/clinical instructor. In addition, three (3) narrative observation reports for each of the two experiences are to be completed and filed with the Teaching Performance Center. A minimum of one (1) video analysis form is completed by the university supervisor/clinical instructor for the professional intern. (NOTE: The health/physical education program requires a separate videotape to be completed for each of the two (2) experiences.) One (1) Teacher Work Sample Portfolio Assessment is completed during the internship experience. The cooperating teacher for each experience will evaluate the intern and complete one (1) Supplemental Program Assessment.

c. **Assessment Summary**

<table>
<thead>
<tr>
<th></th>
<th><strong>SINGLE EXPERIENCE</strong></th>
<th><strong>DOUBLE EXPERIENCE</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor/</td>
<td>-6 narrative observation forms (includes First Visit Checklist)</td>
<td>-6 narrative observation forms (includes First Visit Checklist) (3 from each semester)</td>
</tr>
<tr>
<td>Clinical Instructor</td>
<td>-2 online performance competency assessment forms (mid &amp; final)</td>
<td>-4 online performance competency assessment forms (2 from each experience - mid &amp; final)</td>
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<tr>
<td></td>
<td>-Mid &amp; final meeting forms</td>
<td>-4 Mid &amp; final meeting forms (2 from each experience)</td>
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<tr>
<td></td>
<td>-1 online video analysis form</td>
<td>-1-2 online video analysis forms</td>
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<tr>
<td></td>
<td>-1 online Teacher Work Sample form</td>
<td>-1 online Teacher Work Sample form</td>
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<tr>
<td></td>
<td>-Special Case Report (as needed)</td>
<td>-Special Case Report (as needed)</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Cooperating Teacher</th>
<th><strong>SINGLE EXPERIENCE</strong></th>
<th><strong>DOUBLE EXPERIENCE</strong></th>
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<tbody>
<tr>
<td></td>
<td>-2 online performance competency assessment forms</td>
<td>-4 online performance competency assessment forms (2 from each experience)</td>
</tr>
<tr>
<td></td>
<td>-1 online Supplemental Program Assessment</td>
<td>-2 online Supplemental Program Assessments (1 from each experience)</td>
</tr>
<tr>
<td></td>
<td>-Special Case Report (as needed)</td>
<td>-Special Case Report (as needed)</td>
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</tbody>
</table>
Detailed descriptions of the assessment procedures are found in Section XII for the cooperating teacher and in Section XIII for the university supervisor/clinical instructor.

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

2. Grading

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

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

      S – Satisfactory Performance  Recommended for certification
      U – Unsatisfactory performance Not recommended for certification
      IP – Incomplete (See Undergraduate Catalog online.)

b. Graduate interns earn the following grades for field experience:

   For Satisfactory Performance:
      CG – Credit Given  Recommended for certification

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

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

   a. Withdraw from the professional internship if it is within the time limit and receive an automatic grade of “W”.

   b. Receive a grade of “U” indicating unsatisfactory performance. A Special Case In Field Experience report must be on file in the Teaching Performance Center as one documentation of unsatisfactory performance. See Appendix N for a sample of this report. However, when the professional intern 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.

   c. Assignment to the Teacher Development Program. See Section 0.

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

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

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

A. Responsibilities

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

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

1. presents negative test results for the Mantoux (Tuberculin) Test to the school nurse before the first day of the experience, the results of which must be no more than six (6) months old. A student with a positive reaction to the Mantoux test must comply with the State's follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician's report.

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

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

4. dresses according to the professional standards established by the teacher(s) with whom the professional intern works. Jeans are not appropriate for most teaching situations.

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

6. makes it a priority to become acquainted within the first two weeks with other school staff members such as teachers, administrators, nurses, librarians, secretaries, and custodians.

7. plans to arrive at school early and stay late and notifies the school and the university supervisor/clinical instructor of an impending late arrival.
8. observes as many different teaching situations as possible. For example, the intern plans to observe an English as a Second Language (ESL) class, a Gifted and Talented (G and T) class, and at least one inclusion class.

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

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

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

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

13. attends university scheduled professional internship workshops and/or seminars.

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

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

16. incorporating Common Core State Standards (Language Arts & Literacy and Math) (2010), NJCCC Standards (2011) into lesson planning activities.

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

18. resolves conflicts between professional internship obligations and other activities with the university supervisor/clinical instructor and cooperating teacher.

19. limits registration to one course in addition to the professional internship.


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

B. Requirements

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

There are five requirements of the professional internship semester:

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

2. preparation of lesson plans;

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

1. **Journal (Required)**

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

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

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

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

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

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

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

   g. Recognition and application of educational principles related to instructional intelligences or questioning techniques.

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

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

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

2. **Lesson Plans (Required)**

   Units, lessons, activities, experiences, techniques, plans and strategies are terms that are used every day in a classroom to identify some aspect of the planning-to-teach process. Teachers plan in order to introduce, reinforce, clarify, assist, organize, and better communicate with their students. Lesson plans are to incorporate the Common Core State Standards (Language Arts & Literacy and Math) (2010) and NJCCC Standards (2011).

   During the professional internship, each professional intern will be responsible for both short and long range planning. Initially, a student will plan with greater detail so that the
plans will provide support in the lessons which will be taught. Interns are expected also to
demonstrate their competence planning for students who need special consideration:
students with special needs, ESL, and students who have prior knowledge of the material
before the lesson begins. As more instructional responsibilities are added and assumed
and the intern becomes more experienced, the student and the cooperating teacher, after
consulting with the university supervisor/clinical instructor, may decide that plans may
become less detailed. See Appendix AA for a Daily Lesson Plan for Middle and
Secondary Education students.

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

3. Videotape/Video Analysis (Required)

The purpose of a self-videotape and its analysis is to provide a professional intern with a
medium to present himself/herself in action and to allow the intern to perform a self-
alssessment of his/her performance as a teacher. It is a unique experience that focuses on
the student’s visual and auditory impacts in the classroom. It also enables a student to
receive objective feedback from the university supervisor/clinical instructor and the
cooperating teacher that, in turn, builds confidence and may lead to significant growth in
classroom teaching.

Each student is responsible for making arrangements for videotaping a lesson and
determining what policies are in place within the district concerning the videotaping of
children in the classroom. Arrangements are to be completed with school or district
personnel early in the internship semester.

More than one videotaped lesson may provide insights into areas of strength as well as
areas of needed improvement. Certainly a videotape will reveal idiosyncratic behavior or
personal speech patterns which may not have been previously noticed. The videotape is
to be completed between week seven (7) and week ten (10) of the professional
internship semester, providing time for remediation, if indicated, and an opportunity
for one or more additional tapings.

The videotape assessment form and additional instructions, including format, may be
found in Appendixes K, L, & M. A written lesson plan is to accompany the videotaped
lesson at the time of the video analysis conference with the university supervisor/clinical
instructor and the cooperating teacher.

4. Classroom Teaching (Required)

After a reasonable period (about five days) of observation and work with small group and
individual student instruction, the professional intern will assume major responsibility for
lesson planning, classroom management, and instruction.

a. At the elementary level, the professional intern is required to teach in all content
areas and work with all ability levels during the course of the 15 or 16 week
experience. The intern is required to teach full time/all day starting at or before
the seventh week and continuing through the 15-week period.
b. At the secondary level (middle and high school), the professional intern is **required** to teach full-time for a maximum of five (5) periods per day starting at or before the seventh week and continuing through the 15-week period.

c. The professional intern is **required** to prepare written lesson plans which are to be made available for examination, comment, and approval by the cooperating teacher and the university supervisor/clinical instructor. Foundational to lesson planning is the incorporation of the *Common Core State Standards (Language Arts & Literacy and Math), (2010)* and *NJCCC Standards (2011)*. Plans are to be organized in chronological order and filed in a folder or ring binder.

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

5. **Completing a Teacher Work Sample Portfolio (Required)**

Successful teacher candidates support learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each P-12 student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

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

An explanation of a Teacher Work Sample Portfolio, a guide to the portfolio, and other requirements can be found in Appendix E. Please refer to *A Guide to Compiling a Teacher Work Sample Portfolio* on the College of Education’s website: www.kean.edu/College-of-Education for complete instructions, processes, rubrics, and evaluation forms.

A professional intern, completing a Teacher Work Sample Portfolio engages in a process that enables teacher candidates to demonstrate teaching performances directly related to the implementation of a standards-based instructional unit by planning, instructing and assessing P-12 student learning. Interns analyze P-12 student learning and reflect on their teaching effectiveness.
Evaluating the Teacher Work Sample Portfolio

The university supervisor/clinical instructor is responsible for reviewing and formally evaluating the intern’s Teacher Work Sample Portfolio and providing assistance in the implementation of the unit and the accompanying reflection. The university supervisor/clinical instructor will use the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form (Appendix F) in the assessment of a student’s Teacher Work Sample with input from the cooperating teacher.

The capstone course instructor from each program is responsible for reviewing the candidate’s Teacher Work Sample Portfolio, providing guidance in the planning of the unit and reflection on his/her teaching effectiveness, and formally evaluating the Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment form in the evaluation. The Teacher Work Sample Portfolio evaluation will be included in the grade for the capstone course.

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

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

A professional intern’s Teacher Work Sample Portfolio will be scored by both the university supervisor/clinical instructor (with input from the cooperating teacher) and the capstone course instructor as follows:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>45 – 50</td>
<td>Accomplished</td>
</tr>
<tr>
<td>40 – 44</td>
<td>Capable</td>
</tr>
<tr>
<td>34 – 39</td>
<td>Developing</td>
</tr>
<tr>
<td>30 – 33</td>
<td>Beginning - Needs revision</td>
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<tr>
<td>&lt;30</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

A minimum score of 3 is required for each process.

C. Time Frame for Induction into Classroom

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

Week 1
Observation: Time spent in the classroom the first week will be in becoming acclimated to the culture of the school and the classroom. It’s a time for building rapport with your cooperating teacher. Learn the names of the students, school personnel, and become familiar with classroom management techniques. Visiting other classrooms on the same grade or content level as well as those above and below the grade level, as well as ESL/Bilingual and inclusion classrooms is highly recommended.

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

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

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

**Week 2 and 3**
**Observation:** Observe the cooperating teacher (*One Teach, One Observe*) taking data on agreed upon observational information on student behavior during a lesson or on teaching strategies used by the cooperating teacher.

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

**Planning:** Continue Teacher Work Sample.

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

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

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

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

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

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

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

**Instructing:** Assume shared responsibility for all lessons in the classroom. Try to use as many additional co-teaching approaches as you and your cooperating teacher feel meet the needs of the students in the class: *Station Teaching, Parallel Teaching, Alternative Teaching, Teaming*. Change roles as you experiment with each co-teaching model. Teach your Teacher Work Sample unit, finish and refining it during weeks 11 and 12.

**Assessing:** Meet with cooperating teacher informally each day to review and evaluate formative and summative assessment data taken during lessons. Continue one formal conference a week with your cooperating teacher. Videotape of a lesson and its accompanying lesson plan are to be ready for review.
with your university supervisor/clinical instructor and cooperating teacher between week 7 and week 10. Continue your journal entries.

**Weeks 12-13**

**Participation:** Independent teaching of lessons is replaced with co-teaching all lessons. Continue with all routine classroom duties.

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

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

**Assessing:** Continue daily informal and formal weekly conferences. Finish and hand in your Teacher Work Sample. Continue journal entries.

**Weeks 14-15**

**Participation:** Continue with routine classroom duties.

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

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

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

**Assessing:** Assessment of knowledge, skills, and values of the professional intern by cooperating teacher and university supervisor/clinical instructor. Continue journal entries. Complete and submit Assessment of University Supervisor or Clinical Instructor form.

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

-adapted from http://faculty.virginia.edu/coteaching/index.html

### Pacing Guide for Co-Teaching Classrooms

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<tr>
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<th>15</th>
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<tbody>
<tr>
<td><strong>Planning and orientation to school and classroom culture</strong></td>
<td>Observe cooperating teacher</td>
<td>Plan and co-teach most of the day</td>
<td>Plan and co-teach throughout the day</td>
<td>Use designated time for independent teaching with cooperating teacher observing</td>
<td>Plan and co-teach throughout the day</td>
<td>Reduce co-teaching, as a way to &quot;return&quot; class back to the cooperating teacher</td>
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<tr>
<td><strong>co-teachers</strong></td>
<td>Plan and co-teach short lessons throughout the day</td>
<td>Observe co-teacher using new approaches; strategies</td>
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D. Basis for Final Assessment of a Professional Intern

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

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

The university supervisor/clinical instructor is responsible for ensuring completed and signed assessment copies, including narrative reports and mid/final meeting forms, are returned to the I) the Teaching Performance Center. Other assessments including video analysis, Teacher Work Sample, and mid-term and final performance competency assessments are submitted online. The final meeting form of the professional intern validates the application for certification when it is forwarded to the Bureau of Licensing at the State Department of Education in Trenton, New Jersey.
As an “off campus” experience, the professional internship is unique and dependent upon the cooperation of many different people. The professional intern, the cooperating teacher and the university supervisor/clinical instructor are those most directly involved in the daily classroom experience. Others, such as the building administrator, university faculty and administrators, and other school faculty and staff members contribute also to the outcome of the field experience.

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

A. Responsibilities

1. The Cooperating Teacher assumes responsibility for:
   
a. becoming acquainted with the background of the professional intern and using the information to help the student grow as a professional.
   
b. preparing the classroom pupils for the arrival of the teacher candidate.
   
c. creating a climate that allows the professional intern to meet the required competencies by supporting multiple approaches and creative efforts.
   
d. acquainting the professional intern with school policies and procedures.
   
e. orienting the professional intern to the faculty, staff, school, and community.
   
f. providing a specific workplace in his/her classroom for the professional intern.
   
g. encouraging the professional intern to attend staff meetings and to participate in professional and instructional activities as well as other school/district events.
   
h. involving the professional intern actively in after-school student activities.
   
i. reviewing and critiquing the professional intern’s lesson plans, and with his/her signature, approving the plans.
   
j. sharing and modeling assessment methods of P-12 students.
   
k. encouraging the professional intern to ask questions and experiment, and then to reflect upon what worked and why.
   
l. providing frequent encouragement, constructive criticism, and recognition of success.
   
m. urging the professional intern to visit the classes of other teachers who are working with students of different ability, in other subject areas/grade levels, or trying an innovative approach and facilitating these visits by gaining the other teacher’s permission prior to the visits.
   
n. keeping a record of the professional intern’s progress and submitting assessment reports relative to his/her professional growth and development.
o. involving the professional intern in a variety of instructional methods and strategies including cooperative learning, portfolio assessment, and the use of technology including multimedia and computers.

p. providing time for and maintaining communication with the university supervisor/clinical instructor. If the cooperating teacher has concerns, it is very important to communicate about issues.

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

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

s. participating in university-sponsored professional development activities.

t. reinforcing the awareness of state and national initiatives and standards, including *Common Core State Standards (Language Arts & Literacy and Math) (2010)*; *NJCCC Standards (2011)*; and *NJ Professional Standards for Teachers Alignment with InTASC (2014)*

u. remaining in the classroom with the teacher candidate. The student teacher shall be under the direct and continuous personal supervision of the appropriately certified cooperating teacher.

2. The Cooperating Teacher guides observation and instruction by:

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

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

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

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

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

f. discussing with the professional intern Common Core State Standards (Language Arts & Math) (2010); NJCCC Standards (2011); and NJ Professional Standards for Teachers Alignment with InTASC (2014) and their impact on daily instruction.

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

h. clarifying the expectations of the professional intern about lesson plans:
   - Professional interns are required to write formal lesson plans.
   - Cooperating teachers should approve and sign lesson plans prior to their use.

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

B. What Professional Interns Appreciate

Professional interns appreciate a cooperating teacher who:

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

C. Assessment

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

A cooperating teacher is requested to:

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

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

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

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

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

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

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

D. Checklist For A Cooperating Teacher Of A Professional Intern

The following checklist is a summary of required and recommended responsibilities involving the cooperating teacher’s role in the professional internship experience.

- Hold an initial conference with the professional intern at start of professional internship semester.
- Share class routines, procedures, student needs, etc.
- Orient professional intern to building and facilities.
- Introduce professional intern to staff, class, schedule, school policies and procedures.
- Introduce and review district curriculum guide(s) and CCSS (2011) specific to grade/subject level
- Provide personal work space (desk, etc.) within the classroom.
- Sequence responsibilities so that the professional intern becomes gradually involved in:
  a. observation
  b. individual tutoring
  c. small group instruction
  d. total class instruction
- Provide varied opportunities for professional intern to attend or participate in one or more:
  a. board meetings
  b. parent conference(s)
  c. classroom visitations for the purpose of observation
  d. bulletin board preparations
  e. videotaped lessons
  f. student co-curricular after-school functions
  g. professional development seminars and workshops
- Provide a model of effective teaching
- Require the professional intern to create thorough lesson plans.
- Review lesson plans and make suggestions, as needed.
- Provide regular conferences with the professional intern
  a. reinforcement and encouragement
  b. constructive criticism; model suggested changes
c. encourage professional intern to reflect on lesson in order to become more self-directed

d. consider the following topics for in-depth discussions:
   1. lesson planning
   2. teaching strategies
   3. classroom management
   4. student concerns
   5. any area(s) on competency assessment form
   6. record keeping
   7. pupil assessment

   Involve professional intern in assessment process.

   a. mid-term (approximate due date: November 1 (Fall)/March 1 (Spring)
   b. final (approximate due date: December 20 (Fall)/May 1 (Spring)

   Immediately notify university supervisor/clinical instructor if any problems are encountered.

   Keep student aware of problem areas. Document any concerns.

   Record all absences and tardiness.

E. Professional Development Hours & Honorarium

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

In order to receive a certificate awarding professional development hours and the honorarium, cooperating teachers must return the Request for Honorarium and Professional Development Hours Form (Appendix T). This form can be found in the cooperating teacher’s information packet and can also be downloaded from the TPC website at: www.kean.edu/~tpc. Certificates will be mailed to the cooperating teacher’s home address based upon the following schedule:

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

Only honorarium requests received during the academic year (July 1 – June 30) in which the in-service teacher acted as a cooperating teacher will be honored.

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

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

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

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

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

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

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

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

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

XIII. THE UNIVERSITY SUPERVISOR/CLINICAL INSTRUCTOR

The university supervisors/clinical instructors are responsible for the on-site supervision of Kean University professional interns who are assigned to the public and private schools or agencies of New Jersey. While the primary responsibility is to guide the student, the 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 professional intern, 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 professional intern’s responsibility, confidence, instructional competence, and comprehension of the teaching-learning process.

A. Qualifications (minimal)

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

B. Responsibilities

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

a. attending pre-semester Orientation to the Professional Internship;

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

c. being informed about current developments in the field of education, particularly developments related to instruction and curriculum and including Common Core State Standards (Language Arts & Literacy and Math) (2010);

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

e. scheduling an orientation conversation for the intern and cooperating teacher within the first ten days of the start of the field experience assignment during which time the contents of A Guide For Professional Laboratory Experiences Handbook III are reviewed with the student and cooperating teacher(s) and collecting the signed form that the intern has read the handbook; (See Appendix O.)

f. investing a minimum of one hour and a half (1-1/2) hour each observational/supervisory visit;
g. establishing specific expectations with the professional intern and cooperating teacher for the journal, lesson plans, videotape, Teacher Work Sample, conferences and assessments;

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

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

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

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

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

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

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

1. What went well with your lesson?
2. What might need work? Why?
3. Did the students respond to your lesson as you anticipated? Why? Why not?
4. Did you do anything unexpected?
5. What evidence of student learning is observable on the tape?
6. How effective was the lesson in meeting the Common Core State Standards (Language Arts & Literacy and Math) (2010)?
7. How effective was the lesson and its instruction in supporting and meeting the NJ Professional Teaching Standards?

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

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

q. reviewing and evaluating the intern’s Teacher Work Sample Portfolio;

r. completing and submitting a minimum of six narrative reports. See Appendix H for a sample of this form;

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

t. providing a written and signed copy of each narrative report to the professional intern, the cooperating teacher, and the Teaching Performance Center following each observation;
u. completing and submitting a hard copy (cannot be submitted online) of the Mid/Final Meeting Forms. (See Appendix J.)

v. scheduling a three-way conference (involving the professional intern, cooperating teacher, and university supervisor/clinical instructor) at the mid-experience to evaluate the professional intern’s progress to that stage;

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

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

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

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

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

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

H. Guidelines for Observation and Assessment

Check to be sure that the professional intern is making satisfactory adjustments. Stress with both the cooperating teacher and the professional intern the absolute necessity of identifying and discussing problems or potential problems early in the experience. Any problem (i.e., change of placement, absenteeism of student, or inadequate preparation to teach) is brought first to the attention of the 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 professional intern should be discussed immediately following the observation. Performance strengths and areas of needed improvement should be identified and noted with the positive aspects identified and stressed first. The university supervisor/clinical instructor may need to prescribe, in very clear terms, what is necessary for improvement.

1. Assessment

The purpose of assessment is to help the professional intern become more effective and to provide a critical basis for self-evaluation and self-reflection. The professional intern is urged to accept and is expected to integrate suggestions for improvement in a professional, intelligent manner and continually seek to improve his/her teaching through these evaluations.
The university supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the professional intern. Each professional intern receives a minimum of nine (9) formal evaluations from the university supervisor/clinical instructor and two (2) from the cooperating teacher for at least (11) written assessments of his or her classroom teaching.

Professional Internship grades are stated in one of the following ways:

<table>
<thead>
<tr>
<th>Code</th>
<th>Grade</th>
<th>Category</th>
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</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>Undergraduate &amp; Post Baccalaureate</td>
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<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>Students</td>
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<tr>
<td>IP</td>
<td>Incomplete</td>
<td>See Undergraduate Catalog online.</td>
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<tr>
<td>CG</td>
<td>Credit Given</td>
<td>Graduate Students</td>
</tr>
<tr>
<td>NC</td>
<td>No Credit</td>
<td></td>
</tr>
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</table>

2. **Basis of Final Assessment**

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

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

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

3. **Special Case Report**

   a. A field experience assignment may create challenges which require identification and professional management by the 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 N for a sample of this form.

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

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

4. **Professional Internship Performance Competency Assessment**

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

   b. The final competency assessment is to be completed no earlier than 7-10 days prior to the end of the semester. A copy of the Final Meeting Form or NCR competency assessment is required to be forwarded to the respective certification office depending on the student’s status (undergraduate, post-baccalaureate, graduate) and attached to the student’s application for certification.
c. The university supervisor/clinical instructor is requested to consider for inclusion under the COMMENT section on the final Professional Internship 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...
# APPENDICES

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To be completed by:
- Supervisor/Clinical Instructor Capstone Course Instructor
- Supervisor/Clinical Instructor Capstone Course Instructor
- Supervisor/Clinical Instructor
- Supervisor/Clinical Instructor and Cooperating Teacher
- Supervisor/Clinical Instructor and Cooperating Teacher and Intern
- Supervisor/Clinical Instructor
- Supervisor/Clinical Instructor or Professional Intern or Coop. Tchr.
- Supervisor/Clinical Instructor
- Professional Intern
- Professional Intern
- Supervisor/Clinical Instructor, Professional Intern & Coop. Teacher
- Cooperating Teacher
## ADVICE SHEET:
### PROFESSIONAL INTERNSHIP/PREPROFESSIONAL FIELD EXPERIENCE

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<th>ROOM/PHONE</th>
<th>Professional Internship Course</th>
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<td><strong>EARLY CHILDHOOD</strong></td>
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<td>(Undergraduate, Post-Baccalaureate &amp; Graduate)</td>
<td>Dr. M. Scarrow (ESL)</td>
<td>K219, 737-7150</td>
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<tr>
<td>908-737-4330</td>
<td>Dr. T. Walsh (Math)</td>
<td>JJ30N, 737-4003</td>
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<td><strong>POST-BACCALAUREATE CERT.</strong></td>
<td>Dr. F. Osborne (Science)</td>
<td>JJ34A, 737-4002</td>
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<tr>
<td>908-737-4135</td>
<td>Dr. J. Weiner (Social Studies)</td>
<td>JJ34E, 737-4009</td>
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<tr>
<td><strong>SECONDARY EDUCATION</strong></td>
<td>Dr. Virginia Fitzsimons</td>
<td>T116, 737-3390</td>
<td>MUS 4811 (9 cr)</td>
<td>MUS 3801</td>
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<td><strong>- Collateral Program</strong></td>
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<tr>
<td>908-737-4000</td>
<td>Dr. Barbara Lee</td>
<td>HH317, 737-3860</td>
<td>SPED 4135 (9 cr)</td>
<td>SPED 3001</td>
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<tr>
<td><strong>SCHOOL NURSE</strong></td>
<td>Dr. Rachel Evans</td>
<td>VE411, 737-4429</td>
<td>EMSE 4811 (9 cr)</td>
<td>EMSC 3801</td>
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<tr>
<td>908-737-3390</td>
<td>Dr. Martin Shulman</td>
<td>EC 106A, 737-5802</td>
<td>CDD 5527/5228</td>
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<td><strong>TEACHER OF STUDENTS WITH DISABILITIES</strong></td>
<td>Mr. Robert Colangelo</td>
<td>Gaeway Bldg., Rm 423</td>
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<td>908-737-3850</td>
<td><strong>THEATRE</strong></td>
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<tr>
<td>908-737-4428</td>
<td><strong>SPEECH PATHOLOGY</strong></td>
<td>Tues. &amp; Thurs. 9:30 – 2:30</td>
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<tr>
<td>908-737-5802</td>
<td><strong>KEAN@OCC ADVISOR</strong></td>
<td>Wed. 3:30 – 8:00</td>
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APPENDIX B

Kean University
College of Education
Field Experience Policies

COE Policy 1.21 Field Experiences

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

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

COE Policy 1.22 Admission to Pre-professional Experience

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

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

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

COE Policy 1.23 Placement for Pre-professional Experience

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

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

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

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

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

COE Policy 1.24 Pre-professional Experience Waivers

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

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

COE Policy 1.25 Admission to Professional Internship

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

1. Undergraduate Students
   
a. Formal acceptance into a program within the College of Education.

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

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

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

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

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

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

a. Successful completion of respective Introductory Field course and Pre-professional Field course.

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

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

d. Grades in education courses B or better.

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

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

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

**COE Policy 1.26 Placement for Professional Internship**

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

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

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

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

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

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.

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 (Pre-professional or Internship)

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

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

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

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

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

COE Policy 1.31 Job Action at Site of Field Experience Placement

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

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

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

A Guide for Professional Laboratory Experiences, 2001
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02
COE Policy 1.32 Field Experience Requirement

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

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

COE Policy 1.33 Removal from Field Experience Placement

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

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

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

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

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

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

COE Policy 1.34 Visiting Professional Interns

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

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

- Have achieved a 3.0 GPA or above from an accredited NCATE/CAEP institution

J:\Professional Internship Complete Handbook Fall 2015.docx

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

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

**COE Policy 1.35 Course Enrollment during Professional Internship**

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

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

**COE Policy 1.36 Supervision of a Pre-professional Field Experience or Professional Internship Student placed for a Second Semester**

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

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

**COE Policy 1.37 Criminal History Background Check**

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

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


COE Policy 1.38 Praxis Exam Requirement

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

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

Approved by Field Advisory Committee 9/28/05
Approved by Administrative Council 11/7/05

COE Policy 1.39 Professional Conduct

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

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

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

PROFESSIONAL ETHICS

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

CODE OF ETHICS OF THE EDUCATION PROFESSION

PREAMBLE

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

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

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

PRINCIPLE I

Commitment to the P-12 Student

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

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

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

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

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

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

1. Shall not in application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.
New Jersey Professional Standards for Teachers Alignment with InTASC NJAC 6A:9-3 (effective May 5, 2014)

Background

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

Professional Standards for Teachers

6A:9-3.1 Purpose
(a) The Professional Standards for Teachers identify the knowledge, skills, and dispositions that teachers need to practice responsibly.
(b) The Professional Standards for School Leaders identify the knowledge, skills, and dispositions that school leaders need to practice responsibly.
(c) The Professional Standards for Teachers and the Professional Standards for School Leaders set forth in N.J.A.C. 6A:9-3.3 and 3.4 shall be used in the accreditation of preparation programs, recommendation of candidates for certification, induction, educator evaluation, and the approval of professional development.
(d) The level of mastery of the professional standards for teachers and school leaders shall be on a continuum from pre-service and novice through veteran educator.

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

The Learner and Learning (Standards 1-3)

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

(1) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

(2) The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

(3) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ii. Essential Knowledge:

(1) The teacher understands how learning occurs—how learners construct knowledge, acquire skills, and develop disciplined thinking processes—and knows how to use instructional strategies that promote student learning.

(2) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

(3) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

(4) The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

iii. Critical Dispositions

(1) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

(2) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

(3) The teacher takes responsibility for promoting learners’ growth and development.

(4) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

2. Standard Two: Learning Differences

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

i. Performances

(1) The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

(2) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

April 2014
(3) The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

(4) The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.

(5) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

(6) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptations and specialized strategies and techniques, including the use of assistive technology. (from 2004 NJ Standard 7.6 and 7.8)

ii. Essential Knowledge

(1) The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with autism and other developmental disabilities. (2004 NJ Std 7.2)

(2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

(3) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

(4) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

(5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

(6) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

iii. Critical Dispositions

(1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

(2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

(3) The teacher makes learners feel valued and helps them learn to value each other.

(4) The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his/her instructional practice to engage students in learning.

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.


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).
The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

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.

The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

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.

The teacher develops and implements supports for learner literacy development across content areas.

ii. **Essential Knowledge**

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.

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.

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.

The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

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.

The teacher understands creative thinking processes and how to engage learners in producing original work.

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**

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.
(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.

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

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The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

**ii. Essential Knowledge**

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

**iii Critical Dispositions**

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

**8. Standard Eight: Instructional Strategies**

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

**i. Performances**

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
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**

1. The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

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

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

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

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

6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**iii. Critical Dispositions**

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

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

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

4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.
Professional Responsibility (Standards 9-11)

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

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

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

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

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

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

iii. Critical Dispositions
   (1) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
(2) 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.

(3) 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.

(4) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

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

i. Performances
(1) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.

(2) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

(3) The teacher engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

(4) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

(5) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

(6) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

(7) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

(8) The teacher uses and generates meaningful research on education issues and policies.

(9) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

(10) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

(11) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.
ii. Essential Knowledge

(1) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

(2) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

(3) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

(4) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

iii. Critical Dispositions

(1) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

(2) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

(3) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

(4) The teacher takes responsibility for contributing to and advancing the profession.

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

11. Standard Eleven: Ethical Practice

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

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

i. Performances

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

(2) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. (moved from 2011 InTASC 9(f))

(3) The teacher promotes aspects of students’ well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment; (2004 NJ Std. 11i(iii)(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 11i(1))

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

**iii. Critical Dispositions**

(1) The teacher recognizes that an educator’s actions reflect on the status and substance of the profession. (2004 NJ Std 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 Pre-professional Field Experiences each candidate will be responsible for completing certain processes of the Teacher Work Sample Portfolio. Interns will complete an entire Teacher Work Sample Portfolio during the Professional Internship.

B. Instructions for Compiling Teacher Work Sample Portfolio

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

_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](http://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 scoring rubric for the Introduction can be found in _A Guide to Compiling a 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.

- A scoring rubric for the Philosophy Statement can be found in A Guide to Compiling a Teacher Work Sample Portfolio.

- 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/~tnc. 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 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

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/~ipc. Click on Teacher Work Sample Portfolio.

Level III: Professional Internship

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

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

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

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

Level III

The instructor from the following capstone course for each program, EC 4000, EDUC 4000, EMSE 4900, PED 4610, SPED 4200 and EMSE 5314/5561, is to review each candidate’s Teacher Work Sample Portfolio. He/she also will provide guidance in the its continued development and formally evaluate each Teacher Work Sample Portfolio using the Teacher Work Sample Portfolio Assessment Rubric and the Teacher Work Sample Portfolio Assessment Worksheet in the evaluation. The Teacher Work Sample Portfolio evaluation will be included in the grade for the capstone course.

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

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

Instructors/supervisors should use the Teacher Work Sample Portfolio Assessment Worksheet as a guide to summarizing a candidates’ performance in each section.

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

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

Evaluation Form Submission

At the end of the semester the scores from the Level III Teacher Work Sample Portfolio Worksheet are to be submitted online at by both the capstone course instructor and the university supervisor/clinical instructor.

Instructions to submit online:

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

**TEACHER WORK SAMPLE PORTFOLIO (TWS) ASSESSMENT/WORKSHEET**  
Level III – Professional Internship

Date: ___________________________  
Semester: ___________________________  
Course Instructor/Univ Supervisor: ___________________________

Student Name: ___________________________  
Student Email Address: ___________________________

Directions: Score and then submit this assessment online at [www.kean.edu/~tpc](http://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](http://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.* RATING SCALE:

| 1 = Unacceptable | 2 = Beginning | 3 = Developing | 4 = Capable | 5 = Accomplished |

### Component/Processes of TWS and Indicators

#### Component-Process #1: Introduction to the Portfolio
- 1a. Purpose is defined.  
- 1b. Outcomes met by the candidate are described.  
- 1c. Relevant connections are made between the elements of the TWS and the outcomes.  
- 1d. Description of the organization of the TWS is included.

Comments:

#### Component-Process #2: Philosophy Statement
- 2a. Evidence is provided that the candidate has the student as the focus.  
- 2b. The SPECTRUM model is used as the framework.  
- 2c. Evidence is provided that the candidate understands theory and research.  
- 2d. Evidence is provided that the candidate has gained insight into teaching and learning through field experiences and coursework.

Comments:

#### Component-Process #3: Contextual Factors
- 3a. Knowledge of community, school and classroom factors is evident.  
- 3b. Knowledge of characteristics of students, skills and prior knowledge is evident.  
- 3c. Knowledge of students' varied approaches to learning is evident.  
- 3d. Knowledge of students' skills and prior knowledge is evident.  
- 3e. Implications for instructional planning and assessment is provided.

Comments:

### Component/Processes of TWS and Indicators

#### Component-Process #4: Learning Goals
- 4a. Learning goals show significance, challenge and variety.  
- 4b. Learning goals are clear.  
- 4c. Learning goals are appropriate for students.  
- 4d. Learning goals are aligned with national, state and/or local standards.

Comments:

#### Component-Process #5: Assessment Plan
- 5a. Alignment with learning goals and instruction is evident.  
- 5b. Assessment plan provides clarity of criteria for performance.  
- 5c. Assessment plan is technically sound with multiple modes and approaches.  
- 5d. Adaptations are based on individual needs of students.

Comments:

#### Component-Process #6: Design for Instruction
- 6a. Instruction is aligned with learning goals.  
- 6b. Lesson and unit structure provide accurate representation of content.  
- 6c. Design uses a variety of instruction, activities, assignments and resources.  
- 6d. Design uses contextual information and data to select appropriate and relevant activities, assignments and resources.  
- 6e. Design uses technology.

Comments:
<table>
<thead>
<tr>
<th>Component/Processes of TWS and Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component-Process #7: Instructional Decision-Making</td>
<td></td>
</tr>
<tr>
<td>7a. Instructional decision-making is based on sound professional practice</td>
<td></td>
</tr>
<tr>
<td>7b. Adjustments to instruction are based on an analysis of learning</td>
<td></td>
</tr>
<tr>
<td>7c. Congruence is evident between modifications to instruction and learning goals.</td>
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<tr>
<td>Comments:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component/Processes of TWS and Indicators</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component-Process #8: Analysis of Student Learning</td>
<td></td>
</tr>
<tr>
<td>8a. Presentation of data is clear and accurate.</td>
<td></td>
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<tr>
<td>8b. Analysis shows alignment with learning goals.</td>
<td></td>
</tr>
<tr>
<td>8c. Data is interpreted correctly.</td>
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</tr>
<tr>
<td>8d. Analysis exhibits evidence of impact on student learning.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE: _______________________

O Score of 45 - 50 Accomplished
O Score of 40 - 44: Capable
O Score of 34 - 39: Developing
O Score of 30 - 33: Beginning (Unacceptable, Revision Required)
O Score of 29 & below: Unacceptable

Additional Comments:
(Comments can be typed directly into the TWS Level III Assessment online.)

Section II. Assessment of P-12 Student Learning:
Pretest-PostTest Comparison

Instructional Unit Topic: _______________________
Number of lessons taught in Unit: _______________________
Pretest – Average class score: _______________________
Post Test – Average class score: _______________________

Signatures
Course Instructor: _______________________
Student: _______________________
Date: _______________________

Capstone course instructors and university supervisors/clinical instructors are to submit students' score online at www.kean.edu/~tpc, click on Submit Online Assessment under the Main Heading. It is not necessary to return this worksheet to the TPC. Please keep it for your records.
<table>
<thead>
<tr>
<th>Section</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Introduction to the Portfolio</td>
<td></td>
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<tr>
<td>The purpose is defined.</td>
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<tr>
<td>The outcomes met by the candidate are described.</td>
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<tr>
<td>There are relevant connections made between the elements of the TWS and the outcomes.</td>
<td>1</td>
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</tr>
<tr>
<td>There is a description of the organization of the TWS Portfolio</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Philosophy Statement</td>
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<tr>
<td>There is evidence that the candidate has the student as the focus.</td>
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<tr>
<td>The SPECTRUM Model is used as the framework.</td>
<td>1</td>
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<tr>
<td>The candidate understands theory and research.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>The candidate has gained insight into teaching and learning through field experiences and coursework.</td>
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<td>2</td>
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<tr>
<td>Contextual Factors</td>
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<tr>
<td>Knowledge of community, school, and classroom factors.</td>
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<tr>
<td>Knowledge of characteristics of student, skills, and prior knowledge.</td>
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<tr>
<td>Knowledge of students' varied approaches to learning.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Knowledge of students' skills and prior knowledge.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Implications for instructional planning and assessment.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Learning Goals</td>
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<tr>
<td>Significance, challenge, variety, and appropriateness for students.</td>
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<td>2</td>
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<td>5</td>
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<tr>
<td>Clarity.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Appropriateness for students</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Alignment with national, state, or local standards.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Assessment Plan</td>
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<tr>
<td>Alignment with learning goals and instruction.</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Clarity of criteria for performance.</td>
<td>1</td>
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<tr>
<td>Technically sound multiple modes and approaches.</td>
<td>1</td>
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<tr>
<td>Adaptations based on individual needs of students.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Design for Instruction</td>
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<tr>
<td>Alignment with learning goals.</td>
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<tr>
<td>Lesson and unit structure with accurate representation of content.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Use of a variety of instruction, activities, assignments and resources.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Use of contextual information and data to select appropriate and relevant activities, assignments, resources.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<tr>
<td>Use of technology.</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Instructional Decision-Making</td>
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<tr>
<td>Sound professional practice.</td>
<td>1</td>
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<tr>
<td>Adjustments based on analysis of learning.</td>
<td>1</td>
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<tr>
<td>Congruence between modifications and learning goals.</td>
<td>1</td>
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<tr>
<td>Analysis of Student Learning</td>
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<tr>
<td>Clarity and accuracy of presentation.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Alignment with learning goals.</td>
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<tr>
<td>Interpretation of data.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Evidence of impact on student learning</td>
<td>1</td>
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<tr>
<td>Reflection and Self-Evaluation</td>
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<tr>
<td>Interpretation of student learning.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Insights on effective instruction and assessment.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Alignment among goals, instruction, and assessment.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Implications for future teaching.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>Implications for professional development</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>Writing Mechanics and Appearance</td>
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<tr>
<td>Use of standard English is satisfactory (no more than 8 errors).</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Syntax and word choice is satisfactory, and the writing is cohesive.</td>
<td>1</td>
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<td>5</td>
</tr>
<tr>
<td>Appearance is adequate with section dividers and a table of contents.</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
# Field Experience Narrative Observation

**Student Status:**  
- Professional  
- Preprofessional  

**Student Status:**  
- UG  
- Post-Bac  
- GR  
- Visiting  

**Supt:**  
**Coop Tchr:**  
**District:**  
**School:**  

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

**Skills/Knowledge/Dispositions**

**Strengths:**

**Concerns:**

**Specific/Alternative Suggestions:**

**Implementation of Suggestions from Previous Observations:**

---

**Date & Time of Next Visit**

**Cooperating Teacher Signature**

**Date:**

**Student Signature**

**Date:**

**Supervisor Signature**

**Date:**
Descriptive 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 NJCCC standard.
   - Recognizes student progress in developing content proficiency.
   - Provides cross-content approaches to learning.

**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 NJ Core 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).
   - Provides students with opportunities to participate.
   - Uses procedures that establish learner(s) readiness.
   - Relates content to student interests and experiences.
   - Provides for student creativity and self-expression.

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

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

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

**DISPOSITIONS/VALUES**

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

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

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

Italicized competencies are common to both the professional and preprofessional field experience assessment.
## PROFESSIONAL INTERNSHIP PERFORMANCE COMPETENCY ASSESSMENT WORKSHEET
### MID/FINAL ASSESSMENT

**Date:** __________________________  **Semester:** __________________________

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Program: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Email: __________________________</td>
<td>Supervisor Email: __________________________</td>
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<tr>
<td>Supervisor: __________________________</td>
<td>Coop Tchr Email: __________________________</td>
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<tr>
<td>Cooperating Teacher: __________________________</td>
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</tbody>
</table>

**School District & School:** __________________________

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

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

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

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

A minimum score of 4 is required in items 1 and 2. A minimum score of 3 is required in items 3 thru 5.

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
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<tbody>
<tr>
<td></td>
<td>b. Pronounces words correctly and distinctly.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td></td>
<td>c. Supports verbal communication with nonverbal behavior.</td>
<td>O</td>
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<tr>
<td></td>
<td>d. Uses the voice to set a variety of moods.</td>
<td>O</td>
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**Comments:**

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

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

**Comments:**
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 NJCCC Standard.
   - Recognizes student progress in developing content proficiency.
   - Provides cross-content approaches to learning.
   - Aligns curriculum with NJCCC Standards and NJ Professional Teaching Standards.

**Comments:**

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

6. Plans and implements instruction based upon knowledge of subject matter, students and curriculum goals.
   - Promotes achievement of lesson objectives.
   - Designs lesson plans aligned with the NJ Core Curriculum Content Standards.
   - Builds on concepts and skills previously learned and differentiates instruction.
   - Assists students in developing skills in accessing and interpreting information.

**Comments:**

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

**Comments:**

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

**Comments:**
### 9. Manages learner behavior to enhance learning
- a. Establishes and maintains appropriate standards of behavior.
- b. Reinforces appropriate student behavior.
- c. Maintains the dignity of students.
- d. Monitors behavior in a subtle and preventative manner.

**Comments:**

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

**Comments:**

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

**Comments:**

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

**Comments:**

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

### 13. Respects the diverse talents of learners, their cultural beliefs and values.
- a. Demonstrates knowledge of the cultures within the school community.
- b. Responds sensitively to differing abilities and cultural differences with a commitment to fairly meet the educational needs of all students.
- c. Accepts and responds to students in a non-defensive manner.
- d. Respects individual learning styles and believes that all children can learn.

**Comments:**
14. Presents a professional presence.
   □ a. Compliance with district standards for attendance, punctuality and dress.
   □ b. Searches for new and better ways of teaching by soliciting suggestions from cooperating teacher and other professionals.
   □ c. Demonstrates initiative and self-direction.
   □ d. Exhibits a professional and positive attitude of collegial support and cooperation.

Comments:

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

Comments:

TOTAL SCORE: ________________

Minimum score of 3 is required for items 1 & 2

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

Additional Comments:

Submit this assessment online at www.kean.edu/~tpc. Click on the Submit Online Assessment link. Locate the appropriate column for the person submitting this assessment – Cooperating Teacher or University Supervisor. Then click on the link that corresponds to this assessment to being the online submission process. The password to submit the assessment is: Assessment (Please be sure to start the word with a capital A). Once you have submitted the assessment online, it is not necessary to return this paperwork to the Teaching Performance Center.
PROFESSIONAL INTERNSHIP – MID/FINAL ASSESSMENT FORM
PERFORMANCE COMPETENCY ASSESSMENT

Directions: This form is to be completed at mid-term and again at the final meeting between the field student, cooperating teacher and university supervisor. At these meetings, the cooperating teacher and university supervisor will discuss with the intern his/her performance as rated on the Professional Internship Performance Competency Assessment Worksheet and then complete and sign this sheet. Once signed by all parties, this form is to be returned to the Teaching Performance Center. After the meeting, both the cooperating teacher and university supervisor should submit the student’s formal assessment online.

O Mid-Term Assessment  O Final Assessment  Date: ___________________  Semester: ___________________

Student Name: ________________________________

Certification/Program: _________________________

Supervisor Name: ______________________________

Cooperating Teacher Name: _____________________

School District: ___________________  School: _______________________

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

Supv Mid/Final Score: ___________  Date assessment submitted online: ___________

Coop Mid/Final Score: ___________  Date assessment submitted online: ___________

Complete the following section for the Final assessment only:

_____ Accomplished Professional Intern

_____ Satisfactory Professional Intern

_____ Unsatisfactory Professional Intern

Student Signature: ____________________________

Supervisor Signature: _________________________

Cooperating Teacher Signature: _________________

O:\KEANDOCS\Assessments\Online Assessments\Final Meeting Form - Intern.doc
TEACHING PERFORMANCE CENTER
Kean University
Hennings Hall 215 – Union, NJ 07083
908-737-3790 – Fax: 908-737-3795

VIDEO ANALYSIS ASSESSMENT - WORKSHEET
The Integration of Knowledge, Skills and Dispositions

Date: ____________________________  Semester: ____________________________
Student Name: ____________________________  Student Email: ____________________________
Supervisor: ____________________________  Cooperating Teacher: ____________________________
School District, School, Grade & Subject: ____________________________________________

This assessment includes narrative analysis and numerical rating of field experience performance competencies as evidenced during the placement. Performance in each area is rated as:

| 1. Unacceptable (Not Competent) Candidate demonstrates little or no competence. |
| 2. Beginning (Beginning Competence) Candidate demonstrates competence with significant assistance and prompting. |
| 3. Developing (Developing Competence) Candidate demonstrates developing competence with some assistance and prompting. |
| 4. Capable (Competent) Candidate consistently demonstrates competence without any assistance or prompting. |
| 5. Accomplished (Highly Competent) Candidate consistently demonstrates a high degree of competence functioning independently. |

Directions: Observe and evaluate the student’s video based on the ratings above and indicate the earned rating score in the column next to each competency. Then submit these scores online at www.kean.edu/~tpc. A minimum score of 4 is required for items 1 & 2.

<table>
<thead>
<tr>
<th>KNOWLEDGE: The Professional Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks language of instruction clearly.</td>
</tr>
<tr>
<td>2. Uses language of instruction proficiently.</td>
</tr>
<tr>
<td>3. Demonstrates good voice quality and articulation.</td>
</tr>
<tr>
<td>4. Demonstrates rapport with students.</td>
</tr>
<tr>
<td>5. Demonstrates competency in content area.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS: The Professional Intern</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Motivates and actively engages students while instructing from a variety of classroom locations.</td>
</tr>
<tr>
<td>7. Organizes lessons into logically sequenced learning activities.</td>
</tr>
<tr>
<td>8. Gives clear directions and explanations as appropriate.</td>
</tr>
<tr>
<td>9. Meets objective(s) of lesson.</td>
</tr>
<tr>
<td>10. Monitors and adjusts instruction as necessary.</td>
</tr>
<tr>
<td>11. Reinforces content of lesson with appropriate closure.</td>
</tr>
<tr>
<td>12. Facilitates smooth and related transitions between activities.</td>
</tr>
<tr>
<td>13. Uses a variety of questions: higher order, open-ended, probing, etc.</td>
</tr>
<tr>
<td>15. Practices effective classroom management.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RATINGS SCORE</th>
</tr>
</thead>
</table>

O:\KEANDOC\Assessments\Online Assessments\Video Analysis Worksheet.doc

2/2011

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DISPOSITIONS: The Professional Intern

17. Responds appropriately to students' prompts.

18. Communicates enthusiasm.

19. Exhibits professional demeanor in conduct and dress.

20. Provides students with constructive feedback on learning.

COMMENTS:
Your comments in the section below can be typed directly into the online assessment submission document.

Signature ___________________________ Date: ________________
University Supervisor/Clinical Instructor

I understand that as part of my Professional Internship, I must arrange to be videotaped as specified. I agree to maintain this video until the end of the internship semester. The completed recording may be utilized by the University in any legitimate, non-profit manner without limitation or reservation.

Signature ___________________________ Date: ________________
Professional Intern

(Signature of the intern indicates that this video analysis was discussed with and will be provided to the intern.)

Please submit this assessment online at www.kean.edu/~tpc and keep this worksheet for your records.
APPENDIX L

Video Analysis: The Integration of Knowledge, Skills and Values
Videotaping – Student Teaching/Internship Requirement

The purpose of a self-video tape and its analysis is to provide a professional intern with a medium to present himself/herself in action and to allow the intern to perform a self-assessment of his/her performance as a teacher. It is a unique experience that focuses on the student’s visual and auditory impacts in the classroom. It also enables a student to receive objective feedback from the university supervisor/clinical instructor and the cooperating teacher that, in turn, builds confidence and may lead to significant growth in classroom teaching.

Directions:

1. Each student is responsible for making arrangements for videotaping a lesson and determining what policies are in place within the district concerning the videotaping of children in the classroom. Arrangements are to be completed with the school and district personnel early in the internship semester.

2. A camcorder must be used to record your lesson. This can be in any type of format (VHS, Digital, MiniDV, DVD); however, the recording must be able to be played back on a monitor for the supervisor/cooperating teacher. Viewing the recording on the camcorder for assessment purposes is not acceptable.

3. The video recording should encompass an entire lesson.

4. The videotaping is to be completed between week seven (7) and week ten (10) of the professional internship.

5. The video may include:
   (a) Introduction (see below)
   (b) Initial stages of lesson: Objectives, motivation, presentation of tape
   (c) Instructional strategies
   (d) Closure; a summary or review.

6. A lesson plan is to accompany the videotape

7. The student should view the video after taping to ensure the quality of the taping and redo the videotaping, if necessary.

Introduction to Tape:

Hello, my name is ______________________. I am a/an ______________________ major at Kean University. My professional internship this semester is being completed at ______________________ School in ______________________. My cooperating teacher is ______________________. My university supervisor/clinical instructor is ______________________.

The purpose of the lesson I am prepared to teach is to: ______________________
Instructional objective(s) for the lesson are:

These instructional objectives are planned to meet the following New Jersey Core Curriculum Content Standard(s):

I will assess the attainment of the objective(s) by ____________________________

Background for lesson: ____________________________
APPENDIX M

Professional Internship
Videotaping/Video Analysis

Questions and Answers about Videotaping of Professional Interns

1. **What is the purpose of the videotape? Why?**
The purpose of a self-videotape and its analysis is to provide a professional intern with a medium to present himself/herself in action and to allow the intern to perform a self-assessment of his/her performance as a teacher. It is a unique experience that focuses on the student’s visual and auditory impacts in the classroom. It also enables a student to receive objective feedback from the university supervisor/clinical instructor and the cooperating teacher, that in turn, builds confidence and may lead to significant growth in classroom teaching.

2. **Do I have to be videotaped? Is it a requirement of the professional internship to be videotaped?**
Yes. All professional interns are to be videotaped unless the principal of the assigned school or the school district discourages it. If a videotaping cannot be completed in the school to which a student is assigned, please arrange with the university supervisor/clinical instructor for a sixth narrative observation to be completed. It is imperative that the cooperating teacher and administrator know early that a videotape is to be made, in case approval must be procured.

3. **How will the videotaping be completed?**
Each student is to make his/her own arrangements for the use of a camcorder and monitor. A camcorder must be used to record your lesson. This can be in any type of format (VHS, Digital, MiniVD, DVD); however, the recording must be able to be played back on a monitor for the supervisor/cooperating teacher. Viewing the recording on the camcorder for assessment purposes is not acceptable.

4. **When should the taping occur and how long should it be?**
Videotaping is to be completed between week seven (7) and week ten (10) of the professional internship. Taping of an entire lesson is encouraged.

5. **What should be included in the taping?**
1. Introduction. (See suggested format in Appendix L)
2. Initial stages of the lesson: Objective, motivation, presentation of tape
3. Instructional strategies
4. Closure; a summary or review

6. **Who will view the videotape?**
The student is to view the video first, as soon after the experience as possible, to ensure the quality of the taping and to allow an opportunity for a second taping if the quality is poor. Each professional intern is then to arrange for a viewing of the lesson. At that time, the university supervisor/clinical instructor will view and assess the taping. The cooperating teacher should also be invited to view the tape as well.
7. Any tips for producing a successful videotape?
1. Yellows, golds, and light shades of blue and green are some of the best colors to wear. Patterned fabrics, or the colors, white, ivory, purple, violet, maroon, red, black, or any dark colors do not show up well on camera.
2. Avoid jewelry, pens, and badges that cause flashes of light or distracting noises. Remember that any dark color makeup will show up even darker on video.
3. Prepare any visual aids in a rectangular format. Keep the important information well centered.
4. Pay special attention to type size on a visual as well as the number of lines. Research suggests no more than seven (7) lines in height or width. If writing on the board, use white chalk. Write large and legibly.
5. Remember that a presentation has two audiences: The live audience (class) and the video camera that will take the presentation to other audiences. Maintain eye contact with the audience and look at the camera from time to time. It's a good idea to discuss special movements with the camera operator before shooting, and avoid making sudden moves or turn away from the camera.
6. Speak slowly when being recorded and repeat questions from the class.
7. Select a position so that the camera is not shooting into the light. If standing in front of a window, draw the shades, otherwise the professional intern will appear as a silhouette.
**Special Case in Field Experiences: Action Plan for Improvement**

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

**Student Status:**  
- Undergraduate  
- Post-Baccalaureate  
- Graduate

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

**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>
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COMMENTS:  

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

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

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

A field experience assignment may create challenges which require identification and professional management by the 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 field experience student.

Notification

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

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

3. The 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 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 university supervisor/clinical instructor is held. The Special Case Report is completed by the university supervisor/clinical instructor and signed by the student, the cooperating teacher and the university supervisor/clinical instructor. The original and one copy of the Special Case Report are sent immediately to the Teaching Performance Center. The remaining copies are distributed to the persons indicated. In most cases, this should take place by the end of the 6th week.

6. If progress is not observable by the cooperating teacher and/or the Kean university 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 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 professional intern’s placement.)

Remediation

1. Identify area(s) in need of improvement

2. Suggest strategies to strengthen/overcome identified problem area(s).

3. Identify resource person and/or persons responsible for implementing improvement strategies.

4. Establish specific time line(s) for demonstrated improvement in identified area(s).

5. Complete, sign, and file with the Teaching Performance Center Field Experience a Special Case form, distributing copies to the field experience student, cooperating teacher and university supervisor/clinical instructor.
APPENDIX O

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

First Visit Checklist
Meeting with Cooperating Teacher & Intern

Name of Intern
Name/Address of School
Email:
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)

CHECKLIST

Check tasks listed below which are to be completed during the first visit.

____ A Guide for Compiling a Teacher Work Sample Portfolio reviewed/highlighted with professional intern and cooperating teacher.
____ Copies of basic school information provided by professional intern:
  ______ School Bell Schedule
  ______ Teacher Schedule
  ______ District Calendar
____ Name(s) of textbook(s) to be used by students in intern’s program/classes:

____ Pupil textbook(s) loaned to professional intern.
____ Teacher edition of pupil textbook(s) loaned to professional intern.
____ Teacher Resource Guide for textbook(s) provided/available to professional intern.
____ Common Core State Standards reviewed. Website: http://www.corestandards.org
____ Teacher Work Sample Portfolio concept and requirements explained and reviewed with student and cooperating teacher. Website: http://www.kean.edu/~coe/TWS/Teacher Work Sample Portfolio.htm  N.B. Format modified for school district.
____ Nature and importance of reflective Journal entries explained to student/teacher.
____ Professional Internship Journal for first few days completed by professional intern.
____ Teacher classroom materials distributed to student and included with journal.

J:\Professional Internship Complete Handbook Fall 2015.docx

106
Cooperating teacher's student guidelines part of journal.

Importance of lesson planning explained and stressed to professional intern and cooperating teacher.

Lesson plan development by professional intern and before/after review by cooperating teacher understood.

Review of computer/technology lesson requirement.

Review of videotaping requirement.

Importance of the professional intern's "shadowing" the cooperating teacher in all of the teacher's duties and responsibilities throughout the entire school day.

Importance of continuing and candid communication between both the teacher candidate and the cooperating teacher.

Review of method of mid-semester and final assessment for professional intern including the possible use of Special Case Report.

Importance of regular ongoing formal and informal observation/evaluation by cooperating teacher and university supervisor/clinical instructor explained to professional intern.

Importance of excellent written and verbal communication skills for the professional intern in daily classroom teaching.

Small group meeting dates and full day in-service program given to teacher/student.

University meeting dates given to cooperating teacher and professional intern.

Cooperating Teacher Request for Honorarium and Professional Development Hours form completed.

Availability of basic school policies on hand:

Student Testing Program and Dates
Bullying/Cyber-bullying
Student Discipline
Student Attendance
Graduation/Promotion
Student Handbook
Faculty Handbook
District Curriculum; CCSS (2010); NJCCC Standards (2011); Course Proficiencies
Substance and Child Abuse

Review of school daily sign-in procedure/reporting professional absence/lateness.

Establishment of an appropriate professional intern work area in the classroom.

Collection of intern's form, attesting that the student has read the handbook.

Professional Internship Target Dates:

By Week Three: Date __________________________
Scope of Experience __________________________________

By Week Five: Date __________________________
Scope of Experience __________________________________

By Week Seven: Date __________________________
Scope of Experience: ALL CLASSES/ENTIRE PROGRAM

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

Univ. Supervisor/Clinical Instructor Signature/Date ____________________________

Professional Intern Signature/Date ____________________________

Cooperating Teacher Signature/Date ____________________________
ASSESSMENT of UNIVERSITY SUPERVISOR (Adjunct)/CLINICAL INSTRUCTOR
Professional Intern Perspective

University Supervisor/Clinical Instructor Name: ________________________

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

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

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

1 – Rarely  2 – Sometimes  3 – Most of the time  4 – Always

12. Encouraged the development of critical thinking and problem solving in P-12 students
13. Encouraged strategies for the incorporation of technology/media
14. Completed narrative reports and appropriate assessments
15. Established and met scheduled supervisory visits in accordance with State and University requirements
16. Provided sufficient time for conferring with professional intern and cooperating teacher following each observation
17. Conducted conferences in a positive and constructive manner

DISPOSITIONS/VALUES
The university supervisor/clinical instructor:
18. Maintained a professional relationship with intern.
19. Maintained a professional relationship with the cooperating teacher and school personnel.
20. Supported the development of intern's self-confidence.
22. Showed enthusiasm for teaching and the field of education.

SKILLS
The university supervisor/clinical instructor:
7. Communicated his/her performance expectations to the professional intern & the cooperating teacher with regard to lesson planning, journal, portfolio, supervisory observation, conferences & evaluations.
8. Evaluated intern’s performance based on the criteria of the Field Experience Competency Assessment.
10. Identified specific areas of strength and made appropriate recommendations for areas of improvement.

COMMENTS:

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
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 _____________  Professional 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.
## Kean University Outstanding Professional Intern Awards

**Instructions and Checklist for Eligibility**

### 1. General
- **Minimum GPA Requirement:** Undergraduate Students: 3.5; Post-Bac & Graduate Students: 3.75
- Must be received by December 1 (Fall candidates) or April 1 (Spring candidates).
- Must contain one complete application and two (2) copies.
- Application must be typed and collated in the order listed below (See #7).

### 2. Nomination Form
- Must be typed. (Complete online)
- Semester and Year CAN ONLY be for the current academic year (Fall and Spring).
- Must be SIGNED and dated at the bottom.

### 3. Resume
- Must by typed and have intern's name at the top.

### 4. Three Letters of Recommendation
- Must be typed, dated, and SIGNED.
- Two letters of recommendation submitted on Kean University official stationery.
  - One must be from an education course instructor
  - One must be from the intern's university supervisor/clinical instructor
- One letter of recommendation from the intern's cooperating teacher on district/school letterhead
  - Must relate knowledge and skills to content(s), pedagogy, P-12 learners, and communication and provide examples to support comments

### 5. Student Personal Essay
- Must be doubled spaced and typed using organization and grammar; correct punctuation and spelling.
- In 250-300 words, please respond to the following: *My Vision for a 2024 Learning Setting (classroom) in which I am Teaching (content area(s)).*
- Rubric for scoring the statement is found on the next page of Handbook III.

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

### 7. The following items are to be included in a completed application packet:
- A typed, completed and signed Nomination Form (2 pages) including
  - Intern's typed biographical information to be included in program of awards ceremony (maximum 6 sentences)
- A typed copy of the intern’s resume
- Typed, signed and dated recommendations (3) from:
  - the intern's university supervisor or clinical instructor on Kean letterhead;
  - an education course instructor on Kean letterhead; AND
  - the intern’s cooperating teacher on district/school letterhead
- Intern’s personal essay, typed.

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

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

---

O:\KEANDOC\Nomination for Outstanding Prof Intern\Kean University\* Distinguished Professional Intern Awards Checklist 2.doc  7/11/12
<table>
<thead>
<tr>
<th>Performance Dimensions/Elements</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Developing</th>
<th>Capable</th>
<th>Accomplished</th>
</tr>
</thead>
</table>
| **Organization**                | - Attempts organization.  
- May lack opening or closing sentences.  
- No transitions between ideas.  
-Organization is minimal.  
- May lack opening or closing sentences.  
- Few, if any, transitions between ideas.  
-Reasonably clear ideas but not concise.  
- Some parts seem repetitive or out of place.  
-Transitions evident.  
-Organization is good and contributes to the effectiveness.  
- Single focus; sense of unity and coherence.  
-Logical progress of ideas.  
-Organization is clear, focused on the main issues.  
-Thoughtful transitions clearly show idea connections. | | | | |
| **Content**                     | - Ideas are extremely limited or difficult to understand.  
- May drift or shift focus.  
- Content may be irrelevant.  
- No connection to content area/certification.  
-Text may be repetitious or disconnected.  
- Little sense of which information is important.  
- Few, if any mention of content area/certification.  
-Ideas loosely connected.  
- Labeled with some professional terms.  
- Limited connection made to content/area certification.  
-Ideas are fine-tuned and contributed to the overall effectiveness.  
- Explanation with principal or theory given as a rationale.  
- Interconnection with content/area certification.  
-Key concepts identified and addressed.  
-Relevant focus sustained throughout.  
-Connections made to other related topics. | | | | |
| **Word Choice/Vocabulary**      | - No use of professional language.  
-Vocabulary may be used incorrectly or is vague or trite.  
- Limited word use.  
-Inconsistent professional vocabulary used—some well, some not.  
- Vocabulary used is general; verb choice limited.  
-Vocabulary demonstrates professional awareness.  
- Uses words to express meaning with style and tone.  
-Vocabulary demonstrates insightful and professional language.  
- Correct and precise use of terminology. | | | | |
| **Language/Usage**              | - Incomplete sentences.  
- Many errors of spelling, punctuation, and grammar.  
- Some errors of grammar, spelling, and punctuation.  
- Generally uses correct spelling, grammar, and punctuation.  
- Consistently uses correct spelling, capitalization, and punctuation.  
-Error free. | | | | |
| **Reflective Thinking**         | - Explanation contains NO descriptive language.  
- No connection to certification content and/or pedagogy.  
- Explanation written is simple, lay person description.  
- Few, if any, connections made to certification content and/or pedagogy.  
-Explanation: Tradition or personal preference given as the rationale.  
- Limited connection made with certification content and/or pedagogy.  
-Explanation with principle or theory and contextual consideration.  
- Selected connections made with certification content and/or pedagogy.  
-Explanation with consideration of ethical, moral, and political issues.  
- Explicit connections made to certification content and pedagogy. | | | | |

July 11, 2012
PART I: PERSONAL INFORMATION

Student Name: ___________________________ Student ID#: ___________________________
(Last) (First)

Mailing Address: ________________________________________________________________
(Street Address) ________________________________________________________________
(City) (State) (Zip)

Telephone Number: ___________________________ Cell Phone: ___________________________

Kean Email Address (most frequently used): _________________________________________

PART II: EDUCATION PROGRAM INFORMATION

Semester & Year when student teaching took place (must be for current academic year) ____________

Cumulative Grade Point Average (based on a 4.0 scale): ____________________________
(Minimum GPA Requirement: Undergraduate Students: 3.5; Post-Bac & Graduate Students 3.75)

Student’s Academic Major(s): ______________________________________________________

Student’s Education Majors(s): _____________________________________________________

Teaching Certification Area(s): _____________________________________________________

Education Dept./Program: __________________________ Degree Status: Undergrad___ Post Bac ___ Grad ___

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

PART III: PLACEMENT/COOPERATING TEACHER INFORMATION

School/District in which internship was completed: ______________________________________

Name of Cooperating Teacher: ______________________________________________________

School Address: ___________________________________________ Phone Number: ____________

PART IV: UNIVERSITY SUPERVISOR/CLINICAL INSTRUCTOR ENDORSEMENT

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

University Supvr./Clinical Instructor Name __________________________ Signature __________________________ Date ____________

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PART V: STUDENT BIOGRAPHICAL INFORMATION

Educational Work and Campus Activities:

Community Activities:

Honor Societies:

Biographic Statement for Awards Ceremony Program.
Six sentences only!

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

Please return this form, your personal essay, and all supporting documentation (See directions and Checklist for Eligibility) on or before December 1 (for fall interns) or April 1 (for spring interns) to:

Attn: Outstanding Professional Intern Award
Teaching Performance Center
College of Education
Kean University
HH-215, 1000 Morris Ave.
Union, NJ 07083
Email: ipc@kean.edu
908-737-3790/ Fax: 908-737-3795
Request for Honorarium & Professional Development Hours for Professional Intern Mentoring

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

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

Semester: □ Fall □ Spring □ Summer Year _______ University Supervisor: ________________________________
□ Mr. □ Ms. Last Name ___________________________ First Name: ________________________________
Home Address: ________________________________ Telephone: ________________________________
City, St Zip ___________________________ Did you attach a signed W-9 Form?: □ Yes □ No
Your Social Security #: ___________-_________ (W-9 form is required for payment of honorarium - Download at www.irs.gov)
(□ required for payment of honorarium)
Name of Kean Student: ___________________________ Your School District: ___________________________
Your School & Address: ___________________________ Principal’s Email: ___________________________
Name of Principal: ___________________________ Is this a Professional Development School (PDS) with Kean University?: □ Yes □ No
Will you share the mentoring responsibilities for this student with another teacher? □ Yes □ No
If yes, please indicate the teacher(s) name(s):

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

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

(PLEASE COMPLETE OTHER SIDE...)

O:\KEANDOC\MISCFORM\Prof Dev Hour Request - Professional Intern 2014 Revision doc
Revised: 8/07/14
9. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?  ○ Yes  ○ No
10. If yes to #9, please indicate:  ○ Technology  ○ Standards  ○ Instructional Strategies  ○ Classroom Assessment  ○ Other (please list) __________________________________________
11. Did you have preparation in co-teaching?  ○ Yes  ○ No
12. If yes to #11, please indicate where you received preparation:
   ○ School district workshop  ○ University Workshop  ○ Course  ○ Cooperating Teacher Institute
13. If no to #11, are you interested in a course/workshop in co-teaching or mentoring?  ○ Yes  ○ No
14. Your preference for a delivery method of mentoring:  ○ In-person  ○ On-line  ○ Hybrid
15. Which professional development areas listed below would assist you in mentoring future university interns?
   0 Conducting observations ○ Conferencing and coaching
   ○ Giving written feedback ○ Communicating (with supervisor & student)
   ○ Modeling exemplary teaching ○ Assessing and evaluating
   ○ Remediating low-performing interns ○ 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:
   ○ Learner Development ○ Planning for Instruction
   ○ Learning Differences ○ Instructional Strategies
   ○ Learning Environment ○ Professional Learning
   ○ Content Knowledge ○ Leadership and Collaboration
   ○ Application of Content ○ Ethical Practice
   ○ 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>Technique</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) General feedback (verbal)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>b) Lesson plan feedback (verbal)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>c) Lesson plan feedback (written)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>d) Modeling instructional behaviors</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>e) Co-teaching with student intern(s)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>f) Opportunities for experimentation</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>g) Written Observation(s) by another teacher(s)</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>h) E-mail exchanges with field experience student</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

18. Do you see yourself as a teacher educator?  ○ Yes  ○ No
19. Do you think the cooperating teacher’s performance should be assessed?  ○ Yes  ○ No
20. If yes to #19, by whom?  ○ University Students  ○ University Faculty  ○ 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.

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**APPENDIX U**

KEAN UNIVERSITY
College of Education

**PROFESSIONAL DEVELOPMENT HOUR CREDITS**
(for mentoring of field experience students)

<table>
<thead>
<tr>
<th>Program</th>
<th>Time Requirements (in the classroom)</th>
<th>Clock Hours (approx.)</th>
<th>Professional Development Hours A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprofessional Intern (Junior Field)</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>3</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>1 day/wk (6 hours)</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Secondary, ESL</td>
<td>1 day/wk (6 hours)</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6 hours per week</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>3 hours per week</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Teacher of the Handicapped</td>
<td>45 hours per semester</td>
<td>45</td>
<td>3</td>
</tr>
<tr>
<td>Technology Education</td>
<td>6 hours per week</td>
<td>90</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional Internship (Senior Field)</strong></td>
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<td></td>
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<tr>
<td>Early Childhood</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
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<tr>
<td>Elementary Education</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Secondary, ESL</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Fine Arts*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Hearing Impaired</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Health/Physical Education*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Music*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Teacher of the Handicapped</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Teacher of Students w/Disability</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>7.5** or 15</td>
</tr>
<tr>
<td>Technology Education</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
</tbody>
</table>

*Two experiences required per semester.

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

^Subject to change by NJ Dept. of Education

O:\pc\keandez\docs\coo\coop\ch\Professional Development Credits.xls May-06
<table>
<thead>
<tr>
<th>COUNTY</th>
<th>NAME and TITLE</th>
<th>OFFICE MAILING ADDRESS</th>
<th>COUNTY</th>
<th>NAME and TITLE</th>
<th>OFFICE MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlantic</td>
<td>Mr. Thomas Dowd Interim Executive Co. Superintendent 609-625-0004-fax # 609-625-6539 Lisa Willett, Secretarial Assistant</td>
<td>Atlantic County Office of Education 6260 Old Harding Highway Mays Landing, NJ 08330-1599</td>
<td>Middlesex</td>
<td>Dr. Laura Morana Interim Executive County Superintendent 732-249-2900-fax # 732-296-0683 Debbie Hudson, Sec. to ECS, Ext. 3425</td>
<td>Middlesex County Office of Education 1460 Livingston Ave. Building 400, 2nd Floor North Brunswick, NJ 08902</td>
</tr>
<tr>
<td>Bergen</td>
<td>Mr. Scott Rivford Interim Executive Co. Superintendent 201-336-6875-fax # 201-336-6880 Irene Arizzone, Exec. Sec. to Sup.</td>
<td>Bergen County Office of Education One Bergen County Plaza 3rd Floor, Room 350 Hackensack, NJ 07601</td>
<td>Monmouth</td>
<td>Mr. Joseph Passamonti Interim Executive County Superintendent 732-431-7810-fax #732-776-7237 Pat Schneider, Office Manager</td>
<td>Monmouth Co Office of Education 4000 Kozloski Road Freehold, NJ 07728</td>
</tr>
<tr>
<td>Burlington</td>
<td>Mr. Todd Flore Interim Executive Co. Superintendent 609-265-5060-fax # 609-265-5922 Jackie Lotsey, Admin. Assistant</td>
<td>Burlington County Office of Education PO Box 6000 Mount Holly, NJ 08060 Office Location: 791 Woodland Road Westampton, NJ 08060</td>
<td>Morris</td>
<td>Dr. Rosalie S. Lamonette Interim Executive County Superintendent 973-285-8322-fax # 973-285-8341 Shirley Sirol, Office Mgr./Private Secretary</td>
<td>Morris County Office of Education PO Box 900 Morris, NJ 07963-0900 Office Location: 30 Schuyler Place, 3rd Floor Morris, NJ 07960</td>
</tr>
<tr>
<td>Camden</td>
<td>Ms. C. Ann Volk Interim Executive Co. Superintendent 856-401-2400-fax # 856-401-2423 Rosa Rodriguez, Office Manager</td>
<td>Camden County Office of Education Jefferson Hall, 3rd floor PO Box 200, College Drive Blackwood, NJ 08012</td>
<td>Ocean</td>
<td>Mr. Thomas Dowd Interim Executive County Superintendent 732-929-2078-fax # 732-506-5336 Kathy Angellotta, Administrative Secretary</td>
<td>Ocean County Office of Education 212 Washington St. Toms River, NJ 08753</td>
</tr>
<tr>
<td>Cape May</td>
<td>Dr. Richard Stepana Interim Executive Co. Superintendent 609-465-1283-fax # 609-465-2094 Leighann Downie, Asst. to ERS</td>
<td>Cape May County Office of Education 4 Moore Road, DN 701 Cape May Court House, NJ 08210</td>
<td>Passaic</td>
<td>Mr. Robert Davis Interim Executive County Superintendent 973-569-2122-fax #973-754-0241 Mary Ellen Riga, Secretary to the ECS</td>
<td>Passaic County Office of Education 501 River Street Paterson, NJ 07524</td>
</tr>
<tr>
<td>Cumberland</td>
<td>Dr. Richard Stepana Interim Executive Co. Superintendent 856-451-0211-fax # 856-455-9523 Debbie Grumewey, Secretary Pat Ward, Office Mgr/Admin. Sec.</td>
<td>Cumberland County Office of Education 19 Lands Avenue Bridgeton, NJ 08302</td>
<td>Salem</td>
<td>Ms. Peggy Nicolosi Interim Executive Regional Superintendent 856-339-8611-fax # 856-935-6290 Joan Heil, Administrative Assistant</td>
<td>Salem County Office of Education 110 Fifth Street Salem, NJ 08079</td>
</tr>
<tr>
<td>Gloucester</td>
<td>Ms. Peggy Nicolosi Interim Executive Regional Supt. 856-666-8370 fax # 856-423-5296 Debbie Sebastian, Assistant to ERS</td>
<td>Gloucester County Office of Education Shady Lane Complex 254 County House Road Clarksboro, NJ 08020</td>
<td>Sussex</td>
<td>Dr. Rosalie S. Lamonette Interim Executive County Superintendent 973-579-6966-fax #973-579-6476 Teresa Uuter, Administrative Assistant Jodi Fatusova, Administrative Assistant</td>
<td>Sussex County Office of Education 262 White Lake Road Sparta, NJ 07871</td>
</tr>
<tr>
<td>Hunterdon</td>
<td>Dr. Gerald J. Vernotica Interim Executive Co. Superintendent 908-788-1414-fax # 908-788-1457 Darlene Wenz, Office Mgr/Admin. Asst.</td>
<td>Hunterdon County Office of Education PO Box 2900 Flemington, NJ 08822-2900 Office Location: 10 Court St. Flemington</td>
<td>Warren</td>
<td>Dr. Rosalie S. Lamonette Interim Executive County Superintendent 908-689-0497-fax # 908-689-1457 Samantha Grape, Office Manager</td>
<td>Warren County Office of Education 1591 Route 57 Washington, NJ 07882</td>
</tr>
<tr>
<td>Mercer</td>
<td>Dr. Laura Morana Interim Executive County Superintendent 609-588-3877-fax # 609-588-3878 Donna Britschge, Secretary to ECS</td>
<td>Mercer County Office of Education 1073 Old Trenton Road Trenton, NJ 08690</td>
<td>Revised 5/27/14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX W
KEAN UNIVERSITY
COLLEGE OF EDUCATION
PRAXIS TEST INFORMATION

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.
<table>
<thead>
<tr>
<th>Seeking Certification in</th>
<th>Praxis II Test(s)</th>
<th>Test Code</th>
<th>Current NJ Qualifying Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art: Content Knowledge</td>
<td>5134</td>
<td>158</td>
</tr>
<tr>
<td>Bilingual/Elementary Education (K-6)</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts, Mathematics, Social Studies, Science</td>
<td>5001</td>
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<tr>
<td>Bilingual/Elementary-Middle (K-6, K-6/5-8) (dual certification)</td>
<td></td>
<td>5002</td>
<td>157</td>
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<tr>
<td></td>
<td>AND 5-8 Content Area Praxis II</td>
<td>5004</td>
<td>155</td>
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<tr>
<td></td>
<td></td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>Early Childhood (P-3) (UG ONLY)</td>
<td>Early Childhood: Content Knowledge AND Elementary Education Multiple Subjects Test</td>
<td>5022</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</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>AND Middle School English Language Arts</td>
<td>5002</td>
<td>157</td>
</tr>
<tr>
<td></td>
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<td>5003</td>
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<td></td>
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<td>5004</td>
<td>155</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5005</td>
<td>159</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Mathematics</td>
<td>5001</td>
<td>---</td>
</tr>
<tr>
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<td></td>
<td>5169</td>
<td>165</td>
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<tr>
<td>K-6/5-8 (dual certification)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Social Studies</td>
<td>5001</td>
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<tr>
<td>Elementary w/ Subject Matter Preparation: Mathematics (5-8)</td>
<td></td>
<td>5089</td>
<td>158</td>
</tr>
<tr>
<td>K-6/5-8 (dual certification)</td>
<td>Elementary Education Multiple Subjects Test AND Middle School Science</td>
<td>5001</td>
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<tr>
<td>Elementary w/ Subject Matter Preparation: Social Studies (5-8)</td>
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<td>5440</td>
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<td>K-6/5-8 (dual certification)</td>
<td>English Language, Literature, and Composition: Content Knowledge (computer)</td>
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<td>Elementary w/ Subject Matter Preparation: Science (5-8)</td>
<td>English as a Second Language (ESL) KEAN STUDENTS ONLY</td>
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<td>English Language, Literature, and Composition (P-12)</td>
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<tr>
<td>Health &amp; Physical Education (P-12)</td>
<td>Health &amp; Physical Education: Content Knowledge</td>
<td>5161</td>
<td>160</td>
</tr>
<tr>
<td>Mathematics (P-12 Subject Area)</td>
<td>Mathematics: Content Knowledge</td>
<td>5161</td>
<td>160</td>
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<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>
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</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) Biology (both tests required)</td>
<td>Biology: Content Knowledge AND General Science: Content Knowledge</td>
<td>5235</td>
<td>152</td>
</tr>
<tr>
<td>Chemistry (P-12 Subject Area) (both tests required)</td>
<td>Chemistry: Content Knowledge AND General Science: Content Knowledge</td>
<td>5245</td>
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<tr>
<td>Earth Science (P-12 Subject Area) (both tests required)</td>
<td>Earth and Space Sciences: Content Knowledge AND General Science: Content Knowledge</td>
<td>5571</td>
<td>153</td>
</tr>
<tr>
<td>Social Studies (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 (both tests required)</td>
<td>Speech Communication: Content Knowledge AND Theatre</td>
<td>5221</td>
<td>143</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities (TSD)</td>
<td>No test currently required for licensure.*</td>
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<tr>
<td>Speech Language Specialist</td>
<td>Speech Language Pathology</td>
<td>5331</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 Henning 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.ets.org/~ipc](http://www.ets.org/~ipc). Registration and further information on Praxis II can be found at [www.keaen.edu/~ipc](http://www.keaen.edu/~ipc).

*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.**
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 BACALAURATE TEACHER CERTIFICATION, click on this website here. Click on NJ Department of Education Application Form- fill out online and print. Submit this form to the Teacher Certification Office located Hennings Hall 214. This is different from the application for a degree. All fees must be paid to the Office of Student Accounting prior to submitting your application.
   Undergraduate & Post-Baccalaureate: Submit application to Ms. E. Eaddy-Thomas
   Hennings Hall 214
   Deadline: December Certification- December 1
   May/August Certification – March 31
   Graduate: Submit application to the Graduate Office – EC 218
   Deadline: December Certification – 1st Friday in October
   May/August Certification – 1st Friday in February

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

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

The New Jersey Department of Education issues your Certificate of Eligibility with Advanced Standing (CEAS). The certificate will be sent directly to your home address.

For further information, please contact:
Undergraduate/Post-Baccalaureate Students: Teacher Certification Office
Hennings Hall, Room 214
908-737-3800
Graduate Students Graduate Student Services
East Campus – Room 218A
908-737-5910

O:\KEAN\DOCS\HANDBOOK\How Will I Get Certified to Teach.doc
August 6, 2013

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APPENDIX Z

EDUCATIONAL WEBSITES & PROFESSIONAL ORGANIZATIONS

A. New Jersey Department of Education

www.nj.gov/education/

New Jersey Core Curriculum Content Standards

www.state.nj.us/education/cccs

www.corestandards.org

New Jersey Professional Standards for Teachers

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

B. General

Education-Based Websites

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

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

Smart Teaching
www.smartteaching.org/

EdHelper.com
www.edhelper.com

Educational Units and Lesson Plans
www.coollessons.org

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

Lesson Plans Page
www.lessonplanspage.com

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

www.adprima.com

www.BEHAVIORAdvisor.com

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

www.proteacher.com

D. English Language

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

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

PROFESSIONAL ORGANIZATIONS

Specialized Program Associations: Standards for Teachers

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

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

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

Council for Exceptional Children (CED)
www.ccecped.org

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

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

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

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

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

National Science Teachers Association (NSTA)
www.nsta.org

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

National Art Education Association
www.arteducators.org

National Professional Organizations

National Education Association
www.nea.org

American Federation of Teachers
www.aft.org

Association for Middle Level Education
www.amle.org

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

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

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

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

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

American Chemical Society
www.acs.org

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

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

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

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

International Reading Association (IRA)
www.reading.org

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

National Association for Music Education
www.mafe.org

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

State Professional Organizations

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

New Jersey Education Association
www.njea.org

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

EBOOKS

APPENDIX AA
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