A Guide for Professional Laboratory Experiences

Professional Internship Handbook III

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

2012

NCATE
The Standard of Excellence in Teacher Preparation
Field Experience Advisory Committee
AY 2012

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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, 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.
II. MISSION STATEMENT: COLLEGE OF EDUCATION

The mission of the College of Education, based on our conceptual framework, is to prepare informed, dynamic professionals for diverse settings who:

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

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

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

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

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

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

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

The Mission of the College of Education

Currently, there are over 2,000 students enrolled in 14 undergraduate programs and close to 1,000 students enrolled in nine graduate programs in the College of Education at Kean University. Kean University is the largest 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 characteristics1. 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.

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 Teaching (Appendix D):

Knowledge

(A) Subject Matter

The beginning teacher has a thorough understanding and knowledge of subject matter and national, professional, and Common Core Standards (2011), and uses such knowledge to create effective learning experiences for students.

(B) Student Learning

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

(C) Diversity of Learners

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

(D) Classroom Management

The beginning teacher understands classroom management theories.

(E) Assessment

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

Skills

(A) Planning Instruction

The beginning teacher plans instruction based on knowledge of subject matter, of national, professional, and Common Core Standards (2011), 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 (2008)
New Jersey Administrative Code 6A:9: Professional Licensure and Standards
(Projected Sunset Date: January 20, 2014)

NJAC 6A:9-10.2(a) Curriculum for Teacher Preparation Programs

(a) The preparation program for all instructional certificates shall include the provisions in (a) 1 through 5 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 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 component 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

<table>
<thead>
<tr>
<th>INTRODUCTORY FIELD EXPERIENCE</th>
<th>PREPROFESSIONAL FIELD EXPERIENCE</th>
<th>PROFESSIONAL INTERNSHIP</th>
</tr>
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<tbody>
<tr>
<td><strong>Objectives:</strong> to observe and analyze actual classroom instruction using NJCCS and NJPTS*, to assess personal aptitude for teaching, to gain an overview of education as a profession</td>
<td><strong>Objectives:</strong> to prepare lesson plans aligned with NJCCS and NJPTS*, to assume limited teaching responsibilities in classroom setting, to assess readiness for professional internship</td>
<td><strong>Objectives:</strong> to integrate educational theory into classroom practice, to develop self-evaluation and reflection skills, to assess readiness for classroom teaching responsibilities</td>
</tr>
<tr>
<td><strong>Field Application:</strong> arranged by course instructor</td>
<td><strong>Field Application:</strong> due to TPC on Feb. 1 for following Fall and Summer semesters &amp; Apr. 15 for following Spring semester</td>
<td><strong>Field Application:</strong> due to TPC on Feb. 1 for following Fall semester &amp; Apr. 15 for following Spring semester</td>
</tr>
<tr>
<td><strong>Duration:</strong> 6 days, 3 days urban setting/3 days suburban setting</td>
<td><strong>Duration:</strong> 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.</td>
<td><strong>Duration:</strong> full day every day, full week, full semester</td>
</tr>
<tr>
<td><strong>Requirement:</strong> observation and analysis; reflective journal; philosophical statement and contextual factors paper.</td>
<td><strong>Requirement:</strong> interactive planning and participation in small group/whole class instruction; reflective journal, lesson plans aligned with NJCCS and NJPTS*, and mini-Teacher Work Sample are required. Register, take and pass Praxis II Test for area(s) of certification BEFORE performing professional internship.**</td>
<td><strong>Requirement:</strong> actual classroom teaching under the supervision of cooperating teacher and supervisor; reflective journal, daily written lesson plans aligned with NJCCS &amp; NJPTS*, a video tape presentation, and completion of Teacher Work Sample.</td>
</tr>
<tr>
<td><strong>Orientation:</strong> in class by instructor</td>
<td><strong>Orientation:</strong> Wed(OCC)/Thurs.(Union) before start of semester 2-4 p.m. <strong>Attendance is mandatory.</strong></td>
<td><strong>Orientation:</strong> Wed(OCC)/Thurs.(Union) before start of semester 9:30 a.m.-12:00. <strong>Attendance is mandatory.</strong></td>
</tr>
<tr>
<td><strong>Supervised by:</strong> course instructor and cooperating teacher</td>
<td><strong>Supervised and Assessed by:</strong> cooperating teacher and assigned university supervisor</td>
<td><strong>Supervised and Assessed by:</strong> cooperating teacher and assigned university supervisor</td>
</tr>
<tr>
<td><strong>Assessment Reports:</strong> Introductory Field Experience Performance Competency Assessment; and Teacher Work Sample Portfolio Assessment</td>
<td><strong>Assessment Reports:</strong> Preprofessional Field Experience Performance Competency Assessment; Field Experience Narrative Report; and Teacher Work Sample Portfolio Assessment</td>
<td><strong>Assessment Reports:</strong> Professional Internship Field Experience Performance Competency Assessment; Video Analysis; Field Exp. Narrative Report; and Teacher Work Sample Portfolio Assessment</td>
</tr>
<tr>
<td><strong>Registration:</strong> in one of the following: EC 2900, EMSE 2800, 2801, 2802, PED 2800, FA 2900, MUS 2900, SPED 2120</td>
<td><strong>Registration:</strong> in one of the following: EC 3400; EMSE 3800, 3801, 3802; FA 3902, 3903; MUS 3311, 3321; PED 3690, 3691; SPED 3001;</td>
<td><strong>Registration:</strong> in one of the following: EC 4401, 5565; EMSE 4810, 4811, 4812, 5564; FA 4991; MUS 4301; PED 4699; SPED 4135</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> 2.75 GPA; ENG 1030; COMM 1402; negative Mantoux Test</td>
<td><strong>Prerequisites:</strong> Acceptance into program; 2.75 GPA; completion of introductory field experience and 60 semester hours of course work; No Ds, Fs or INCs in professional education coursework; negative Mantoux Test; Pass PRAXIS I exam; specific prerequisites as determined by department and program</td>
<td><strong>Prerequisites:</strong> 2.75 GPA; completion of introductory and preprofessional field experiences; prerequisite courses; No Ds, Fs or INCs in professional education coursework; negative Mantoux Test; completion of 95 semester hours of course work. <strong>Students must take and pass the respective Praxis II Test(s) for their program PRIOR to performing the Professional Internship.</strong></td>
</tr>
<tr>
<td><strong>Recommendation:</strong> upon completion of 60 credits initiate substitute certification</td>
<td><strong>Recommendation:</strong> substitute certification</td>
<td><strong>Recommendation:</strong> substitute certification</td>
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</tbody>
</table>

**ALL students must meet the College of Education Praxis 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.**

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Rev. 5/11
<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-5</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-5/5-8</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 4810 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 ½ hrs per session in PreK) AND 20 hrs. observation in K; full semester</td>
<td>EC 4401 Elementary classroom; gr 1-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Early Childhood M.A.</td>
<td>Not Required</td>
<td>Not Required</td>
<td>Not Required</td>
<td>EC 5565 Elem. class; gr K(full day) - 3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Elementary K-5</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-5 &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>
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<tr>
<td>Fine Art</td>
<td>FA 2900 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>FA3902 Artist/Tchr Field Exp 1; gr K-5 FA 3903 Artist/Tchr Field Exp 2; gr 6-12</td>
<td>6 hours per week; full semester</td>
<td>FA 4991 1st half – St Tch Fine Art; K-5 2nd Half – St Tc hFine Art; 6-12</td>
<td>Full day, five days per week, full semester</td>
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<tr>
<td>Health &amp; Physical Education</td>
<td>PED 2800 Full semester class 20 hours observation Physical Education</td>
<td>PED 3690 PE class; gr K-5 PED 3691 Health/PE class; gr 6-12</td>
<td>3 hours per week; full semester</td>
<td>PED 4699 1st half – PE class; gr K-5 2nd Half –Health/PE class; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>K-12 Subject Areas: Biology, Chemistry, Earth Science, ESL, English, Math, Social Studies, Spanish, Theatre</td>
<td>EMSE 2801 Full semester class 3 days urban setting &amp; 3 days suburban setting</td>
<td>EMSE 3801 Content area classroom; gr 6-12</td>
<td>1 day per week; full semester</td>
<td>EMSE 4811 Content area classroom; gr 6-12</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Teacher Education Program</td>
<td>Introductory Placements &amp; Time Requirement(s)</td>
<td>Preprofessional Placement(s)</td>
<td>Preprofessional Time Requirement(s)</td>
<td>Professional Internship Placement(s)</td>
<td>Internship Time Requirement</td>
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<tr>
<td>M.A. Instruction &amp; Curriculum K-5 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 K-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 PreK-3</td>
<td>Full day, five days per week, full semester</td>
</tr>
<tr>
<td>Teacher of Students w/Disabilities K-5</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-5/5-8</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 K-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
VII. 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-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 (K-12); Music (K-12); Physical Education and Health (K-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 2.75 or above 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 Preprofessional Field Experience. Undergraduate teacher education candidates seeking an initial certification at Kean University are required to successfully complete at least one preprofessional field experience at Kean as well as a full semester of professional internship.
f. Earned grades of C or better in professional education courses. A minimum of B- in professional education courses is required for some education programs. Please check with the coordinator for required grades in each program. Grades below C 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 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 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 Content Knowledge Test. Early Childhood candidates are required to pass both the Elementary Education Content Knowledge Test AND the Early Childhood Content Knowledge Test. Effective Spring 2011, Elementary and Middle School candidates are required to take and pass both the Elementary Education Content Knowledge exam 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-5/5-8 certification are required to pass both the Elementary Education Content Knowledge exam AND the Middle School Content Knowledge exam for their academic area, effective Spring 2011. It is the candidate’s responsibility to schedule and pass 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 15, 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 preprofessional and the internship, when documented evidence of satisfactory scores on written and oral proficiency tests are presented along with the field experience placement application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency at the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.

2. Post Baccalaureate Certification Students (must be matriculated)

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

b. Cumulative GPA of 2.75 or above.

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

d. Earned grades of C or better in professional education courses. A minimum of B- in professional education courses is required for some education programs. Please check with the coordinator for required grades for your program. Grades below C 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 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 Content Knowledge Test. Early Childhood Post-Baccalaureate candidates are required to pass only the Early Childhood Content Knowledge Test. Effective Spring 2011, Elementary and Middle School candidates are required to take and pass both the Elementary Education Content Knowledge exam 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 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 15, 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, preprofessional and the internship, when documented evidence of satisfactory scores on written and oral proficiency tests are presented along with the field experience placement application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency at the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.

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 (K-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 supercede above eligibility requirements. Please check with the program coordinator.

g. **The College of Education requires that a professional internship graduate student take and pass the respective Praxis II Test 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 Content Knowledge Test. **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 take and pass both the Elementary Education Content Knowledge exam 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 15, 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, preprofessional and the internship, when documented evidence of satisfactory scores on written and oral proficiency tests are presented along with the field experience placement application to the program coordinator. Satisfactory scores on oral proficiency are acceptable only at the level of Advanced High and written proficiency at the level of Advanced Medium. Proficiency scores must be submitted for English as well as the other language of instruction.

4. Visiting Professional Interns

The College of Education accepts visiting professional interns only from other NCATE 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 2.75 from an accredited NCATE 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-Willis 110).

f. Complete a TPC Field Placement application (available at TPC-Willis 110).

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.
VIII. PROFESSIONAL INTERNSHIP PLACEMENTS

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@OCC 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 preservice level. This includes, but is not limited to:

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

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

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

      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 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 K-12 student learning, strengthen teacher education, promote professional development, and support collaborative inquiry.

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

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

### Professional Development School Sites

<table>
<thead>
<tr>
<th>Elementary School Sites</th>
<th>Middle School Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth: Dr. Orlando Edreira School #26, K-8</td>
<td>Hillside: Walter O. Krumbiegel Middle School</td>
</tr>
<tr>
<td>Hillside: Calvin Coolidge and George Washington Elementary Schools</td>
<td>Linden: Soehl Middle School</td>
</tr>
<tr>
<td>Perth Amboy: Flynn Elementary School</td>
<td>Piscataway: Conackamack Middle School</td>
</tr>
<tr>
<td>Rahway: Cleveland, Franklin, Madison and Roosevelt Elementary Schools</td>
<td>Rahway: Rahway Middle School</td>
</tr>
<tr>
<td>Roselle: Harrison Elementary School</td>
<td>Jersey City: Ezra L. Nolan School #40, Franklin L. Williams Middle School #7</td>
</tr>
<tr>
<td>Woodbridge: Matthew Jago Elementary School</td>
<td></td>
</tr>
</tbody>
</table>

### High School Sites

| Linden: Linden High School                    | Morris-Union Jointure Commission: Developmental Learning Center |
| Plainfield: Plainfield High School            |                                                          |
| Rahway: Rahway High School                    |                                                          |
| Jersey City: James J. Ferris High School, Lincoln High School |                                                          |
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 student learning.

7. Have effective skills in planning, oral/written communications, collaborative decision-making, judgment, and human relation skills.

8. Have strong instructional skills and current content knowledge.

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 PK-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.

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 are the responsibility of the professional intern.

E. Professional Internship at Place of Employment:

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 stationery, is to be presented at the time the Professional Internship application is submitted. 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 class placement and cooperating teacher’s N.J. teacher certification is consistent with the certification sought. For example, a student who is seeking elementary education teacher certification is employed and working in an elementary class that is being taught by a certified K-8 teacher.
IX. 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 registration bulletin for the correct course and section number to register for his/her field experience and 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 preservice teacher should check with his/her cooperating teacher to learn the reporting procedures of the school district to which he/she has been assigned.

New Jersey law states: that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report this information immediately to the Division of Youth and Family Services (DYFS). From 9:00 AM to 5:00 PM weekdays, reports of child abuse and neglect can be made to the local DYFS district office. There is at least one district office in every county. The hotline number (800-792-8610) is available 24 hours a day, seven days a week.

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

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

Since 1986, the New Jersey State Department of Education requires all new employees to be fingerprinted and undergo a criminal history background check.

A 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, preprofessional and professional internship) and placement in school districts/agencies.

These disqualifying crimes/offenses include:

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

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

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

F. **Absence of Cooperating Teacher**

In the event that the cooperating teacher is unable to perform the supervisory and mentoring function, 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.

G. **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.
H. Strike Threatened at the Site of the Field Experience

In the event that the school or district to which the university student is assigned is subject to any serious conflict or dispute between the teachers' association and the Board of Education, the 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, 110 Willis Hall, (908) 737-4185.

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

I. 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 seven on-site observations and one videotaped evaluation for a total of eight written assessments.
   a) Formal observation reports that are to be completed, signed and submitted include a minimum of five narrative reports, one midterm evaluation, one final evaluation and one video analysis report.
   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 of two to 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 two to 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.
J. 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 a course 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 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. Application to repeat one field experience course (preprofessional or internship) are delineated in Section K 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.

K. Repeating the Professional Internship

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

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

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

4. A student who graduates from any 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 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 M) will be supervised by a university supervisor/clinical instructor who has been assigned to that particular site.

L. Extending Professional Internship

In some cases where a candidate’s 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” or “U.” 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.

M. 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.

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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 videotape resources focusing on classroom models and teaching strategies.
- Intensive supervision by a designated university supervisor/clinical instructor and/or departmental faculty to observe the student in teaching situations and to provide immediate feedback.
- Frequent video taping and/or audiotaping of the intern to encourage reflection and self-evaluation.
- Weekly on-site conferences among the intern, cooperating teacher and university supervisor/clinical instructor.
- Identification of university and community services available to the intern including computer software.
- Referrals made to appropriate counseling services as needed.

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

N. 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;
   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.

**O. Assessment and Grading**

1. Assessment
The professional intern is assessed on an ongoing basis with both formative and summative evaluation instruments.

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. Five (5) narrative reports, one (1) video analysis, one (1) mid-experience, and one (1) final assessment report constitute the eight 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 sixth 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 seven (7) times during the semester completing a narrative or formative report for five (5) observations. A mid-term and a final 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 eighth (8th) 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 competency assessment for each of the two (2) experiences are to be completed by the cooperating teacher and university supervisor/clinical instructor. In addition, two (2) to 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>University Supervisor/Clinical Instructor</th>
<th>SINGLE EXPERIENCE</th>
<th>DOUBLE EXPERIENCE</th>
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<tbody>
<tr>
<td>5 narrative observation forms</td>
<td>4-6 narrative observation forms (2-3 from each experience)</td>
<td></td>
</tr>
<tr>
<td>2 competency assessment forms</td>
<td>4 competency assessment forms (2 from each experience)</td>
<td></td>
</tr>
<tr>
<td>1 video analysis form</td>
<td>1-2 video analysis forms</td>
<td></td>
</tr>
<tr>
<td>1 Teacher Works Sample form</td>
<td>1 Teacher Work Sample form</td>
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<tr>
<td>Special case report (as needed)</td>
<td>Special case report (as needed)</td>
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<tr>
<th>Cooperating Teacher</th>
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</thead>
<tbody>
<tr>
<td>2 competency assessment forms</td>
<td>4 competency assessment forms (2 from each experience)</td>
<td></td>
</tr>
<tr>
<td>1 Supplemental Program Assessment</td>
<td>2 Supplemental Program Assessments (1 from each experience)</td>
<td></td>
</tr>
<tr>
<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 XI for the cooperating teacher and in Section XII for the university supervisor/clinical instructor.

When mid and final assessments are submitted online, the University Supervisor/Clinical Instructor is to submit a Mid/Final Meeting form indicating the intern's scores and signatures of all parties.

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

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 “WD”.

   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 M 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 M.

C. The university supervisor/clinical instructor bears the ultimate responsibility for the final evaluation of the professional intern and the assignment of the grade.
X. 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 to call 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 preservice 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 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 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.

20. practices daily NJ Professional Standards for Teachers (2009).”

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/values 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;

5. 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 of:

a. Growth in understanding of his/her 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 student interests, responses and questions, i.e., relevancy of subject or topics to 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 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 what will be taught. 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 Z 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-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.

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 tapeings.**

The videotape assessment form and additional instructions, including format, may be found in Appendixes J, K, & L. 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 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-week experience. The intern is required to teach full time/all day starting in 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 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 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:

- 45 – 50 Accomplished
- 40 – 44 Capable
- 34 – 39 Developing
- 30 – 33 Beginning - Needs revision
- <30 Unacceptable

A minimum score of 3 is required for each process.

C. Time Frame for Induction into Classroom

This is a recommended plan for the gradual induction of the professional intern into the school and classroom activities during the semester. This plan serves as a working model for a calendar, which can be discussed and developed collaboratively by the cooperating teacher, university supervisor/clinical instructor and professional intern.

Week 1

Observation: The majority of the time spent in the classroom the first week will be in observation. Learn the names of students, school personnel, classroom management techniques, visit other classrooms on the same level, as well as those above and below the grade level and ESL/Bilingual and inclusion classrooms.
Participation: Begin to assume routine classroom duties, e.g., homeroom supervision, opening activities, attendance, lunch count; assist teacher in gathering instructional materials; work with students on a one-to-one basis.

Planning: Review and discuss lesson plans developed by the cooperating teacher. Decide on a topic for the unit(s), Teacher Work Sample, and set a date within the week to begin to teach.

Evaluation: Discuss daily instructional program and particular happenings during each day. Make daily entries in the journal. Begin Teacher Work Sample.

**Week 2**

Observation: Continue observation format; record dates of observations

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

Teaching: Assume responsibility for teaching one class or group.

Evaluation: Discuss instructional program, specific assigned teaching responsibilities, and particular daily happenings. Anticipate a visit by university supervisor/clinical instructor. Continue entries in the journal. Continue Teacher Work Sample.

**Week 3-6**

Observation: Continue observation format.

Participation: Plan for instruction, with approval of cooperating teacher, for one half or more of the daily teaching schedule.

Teaching: Gradually continue to assume responsibility of the classroom.

Evaluation: Continue daily informal conferences and one formal conference a week with your cooperating teacher. Continue to make daily entries in journal. Continue Teacher Work Sample.

**Week 7-13**

Observation: Continue observation format; record dates of observation.

Participation: Continue participation in all areas of teacher responsibility.

Planning: Plan for instruction with approval of cooperating teacher. Continue to increase preparation responsibility until you take charge of preparing the total instructional program starting at week 7.

Teaching: Assume full responsibility of the class for planning, teaching and assessing students’ learning.

Evaluation: Continue daily informal conferences. Videotape of 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 to make journal entries. Finish and refine Teacher Work Sample.
Week 14-15

Participation: Teaching responsibility is gradually turned back to the cooperating teacher and is concluded by the end of week 15.

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

Evaluation: Assessment of knowledge, skills and values of the professional intern by cooperating teacher and university supervisor/clinical instructor. A summary of the reflective journal, as well as the completed Teacher Work Sample are to be turned into the university supervisor/clinical instructor.

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 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 copies of all assessments are given to: 1) the Teaching Performance Center 2) the professional intern 3) the cooperating teacher, 4) the university supervisor/clinical instructor 5) the major department. A copy of the final assessment of the professional intern is attached to the application form for certification when it is forwarded to the Bureau of Licensing at the State Department of Education in Trenton, New Jersey.
XI. THE COOPERATING TEACHER

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 field experience student.

   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 plans, and with his/her signature, approving the plans.

   j. sharing methods of P-12 student assessment.

   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 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 Standards (2011)* and *NJ Professional Standards for Teachers (2009)*.

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.

   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 Standards (2011) 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 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 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. submit copies of the mid-term and final competency evaluations online and forward the Supplemental Program Assessment to the university supervisor/clinical instructor or to the Teaching Performance Center, 110 Willis Hall, Kean University, Union NJ 07083.

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 NJCCCS 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. individuals
   c. small group
   d. total class

__ Provide varied opportunities for professional intern to attend or participate in one or more:
   a. board meetings
   b. parent conferences
   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

Involves 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>
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<th>Form Due to Teaching Performance Center</th>
<th>Certificate Mailed</th>
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<tr>
<td>Fall Semester</td>
<td>October 1</td>
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<tr>
<td>Spring Semester</td>
<td>February 1</td>
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Only honorarium requests received during the academic year (July 1 – June 30) in which the in-service teacher acted as a cooperating teacher will be honored.
The university supervisor/clinical instructor is responsible for the on-site supervision of Kean University students who are assigned for the professional internship in 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

The following qualifications are minimum for the position of supervisor:

a. Permanent certification in the content area of supervision and as an administrator/supervisor as issued by the New Jersey Department of Education
b. A minimum of three (3) years permanent certified experience in the area(s) of certification
c. Master’s Degree
d. Supervisor’s certification and/or formal training in supervision (preferred)
e. Building level supervisory 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 presemester Orientation to Field Experience for Professional Interns;
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;
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;
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 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. analyzing the intern’s videotape prior to discussion with the professional intern;

m. 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 Standards (2011)?
7. How effective was the lesson and its instruction in supporting and meeting the NJ Professional Teaching Standards?

n. 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. One copy of the completed form is to be sent to the TPC, Willis Hall, Room 110, one copy of the form is to be given to the professional intern, and one to the university supervisor/clinical instructor: See Appendix K for a sample of this form;

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

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 five narrative reports. See Appendix H for a sample of this form;
s. completing and submitting a mid-experience and a final 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 and/or competency assessment to the professional intern, the cooperating teacher, and the Teaching Performance Center following each observation;

u. 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;

v. 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 conference at the conclusion of the professional internship. Copies of the completed final competency reports from the cooperating teacher and the university supervisor/clinical instructor are to be shared at this time with the professional intern;

w. 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;

x. submitting final grades via the KeanWise electronic system;

y. completing and submitting all forms as they become due either online and/or returning them to the Teaching Performance Center. These forms include the cooperating teacher’s request for honorarium and professional development hours and completed assessments as well as the university supervisor/clinical instructor’s narratives, assessments, and travel vouchers.

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

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

C. Guidelines For Observation and Assessment

Check to be sure that the professional intern is making a satisfactory adjustment. 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 eight (8) formal evaluations from the university supervisor/clinical instructor and two (2) from the cooperating teacher for at least (10) written assessments of his or her classroom teaching.

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

- S = Satisfactory  ) Undergraduate & Post Baccalaureate
- U = Unsatisfactory  ) Students
- CG = Credit Given  ) Graduate Students
- NC = No Credit  )

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 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…

D. University Supervisor/Clinical Instructor’s Checklist

A copy of the University Supervisor/Clinical Instructor’s Checklist can be found in Appendix O. This checklist should be completed at the university supervisor/clinical instructor’s first visit to the intern’s placement site.
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<td>SPED 4135 (9 cr)</td>
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<td>Mr. Robert Colangelo</td>
<td>Instr. Bldg. Room 220</td>
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APPENDIX B

Kean University
College of Education
Field Experience Policies

COE Policy 1.21 Field Experiences

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

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

COE Policy 1.22 Admission to Preprofessional Experience

To be eligible to register for the Preprofessional Experience the student must be formally accepted into the appropriate education program, have achieved a minimum of 60 credits, and have at least a 2.75 cumulative grade point average from all institutions attended and at Kean University.

Students must make formal application to the Teaching Performance Center (TPC) Willis 110. Applications for the following summer and fall terms are due February 1. Applications for the following spring term are due April 15. Transfer students and special cases applying for spring placement must complete and submit applications by September 15. Students who are not eligible or those who do not apply by the required time may not be accepted for enrollment until the next semester.

Preprofessional Field Application Instructions and Preprofessional Junior Field Guidelines, 2000. P. 8
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 1/16/02

COE Policy 1.23 Placement for Preprofessional Experience

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

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

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

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

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

COE Policy 1.24 Preprofessional Experience Waivers

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

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

COE Policy 1.25 Admission to Professional Internship

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

1. Undergraduate Students
   a. Formal acceptance into a program within the College of Education.
   b. A minimum of 95 credit/semester hours completed.
   c. Cumulative grade point average (GPA) of 2.75 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 Preprofessional Field Experience.

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

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

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

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

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

c. Cumulative GPA of 2.75 or above.

d. Grades in education major of C or better; a minimum of B- in each EMSE course is required for Elementary Education program.

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, 2001 p.8-9
Revised 5/12/01 Approved by Field Advisory Committee
Approved by Administrative Council 1/16/02

COE Policy 1.26 Placement for Professional Internship

1. Internship placements are made through a cooperative and mutual arrangement with P-12 schools and agencies. These arrangements are initiated and completed by the Teaching Performance Center in accordance with departments within the College of Education where agreements with selected P-12 schools and agencies exist.
2. Professional interns will be assigned to schools in towns other than where they reside, where they went to school, where their children attend, or where they have relatives employed in the schools. Exceptions may be made for students living in special needs districts or professional development school districts. Students may select from an approved listing of placements. Placements in districts with diverse populations are encouraged.

3. If there are special considerations requested in 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.

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 made available for students as part of the application packet. Students must select a regional assignment from the approved list.

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

**COE Policy 1.28 Professional Internship Schedule**

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

Revised 10/3/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02
COE Policy 1.29   Employment and Outside Activities During the Professional Internship

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

A Guide for Professional Laboratory Experiences, pp.24-25.
Revised 11/28/01 Approved by Field Advisory Committee
Approved by Administrative Council 2/4/02

COE Policy 1.30   Repeating a Field Experience Course (Preprofessional or Internship)

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

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

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

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

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

COE Policy 1.31   Job Action at Site of Field Experience Placement

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

1. The situation that affects the field experience is to be reported to the university supervisor/clinical instructor or faculty and the Teaching Performance Center, 110 Willis Hall, (908) 737-4185.

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

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

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

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

COE Policy 1.33  Removal from Field Experience Placement

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

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

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

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 only accept visiting professional interns from other NCATE 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 a minimum cumulative GPA of 2.75 from an accredited NCATE institution
- Submit a letter of support from his/her academic department
- Be interviewed by the Director of the Teaching Performance Center
- Submit a completed application for Visiting Professional Internship (available at TPC/Willis 110)
- Complete a TPC field placement application (available at TPC/Willis 110)
- Register for professional internship at the sending institution.
- Make payment of fees to Kean University for supervision, cooperating teacher and supervisor travel cost before August 15 for Fall semester placement or December 15 for Spring semester placement

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

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

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

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

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

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

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

**COE Policy 1.37 Criminal History Background Check**

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

Adopted by Field Advisory Committee 12/08/04
Approved by Administrative Council 2/7/05
COE Policy 1.38 Praxis Exam Requirement

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

Students are required to submit a copy of the examinee score report as proof of successful completion of this requirement to the Teaching Performance Center with their placement application for the Professional Internship. Any student who does not present scores with the application will be required to sign a statement of intent indicating his/her anticipated test date and agreement to provide the Teaching Performance Center with test results no later than August 15 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 PK-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 PK-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 PK-12 student, the educator:

1. Shall not unreasonably restrain the PK-12 student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the PK-12 student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the PK-12 student's progress.
4. Shall make reasonable effort to protect the PK-12 student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the PK-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 PK-12 student from participating in any program.
   b. Deny benefits to any PK-12 student.
   c. Grant any advantage to any PK-12 student.
7. Shall not use professional relationships with PK-12 students for private advantage.
8. Shall not disclose information about PK-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 nonteacher 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.
Professional Standards for Teachers

Research conducted over the past decade by groups such as the National Commission on Teaching and America’s Future and the Center for the Improvement of Early Reading Achievement have identified a knowledge base and the skill sets that successful teachers possess. While teaching will always be a balance between an art and a craft, there is significant data now about the skills and knowledge which bring success.

The New Jersey Professional Standards for Teachers were developed by the New Jersey Professional Teaching Standards Board (PTSB). The PTSB worked closely with national experts from the Interstate New Teacher Assessment Support Consortium (INTASC) of the Council of Chief State School Officers, the organization that developed the national model for professional standards for teachers. The PTSB also incorporated broad input from New Jersey educators. As a result, the standards emphasize skills not present in the national INTASC model that are nonetheless important to New Jersey educators, such as a concern for teaching literacy and numeracy across the curriculum and the use of technology in instruction.

These standards encompass the broad range of skills and knowledge a teacher needs, including deep content knowledge with varied instructional strategies; the creation of a productive learning environment; the use of assorted assessments; the understanding of human growth; the ability to work with diverse learners; strong communication skills; instructional planning; and the ability to create strong partnerships with parents, colleges, and the community. The standards also place an emphasis on reading and mathematics, because of the heightened expectations for these two areas sought by Governor McGreevey’s initiatives and the No Child Left Behind Act.
Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

**KNOWLEDGE**

*Teachers know and understand:*

1.1. In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas.

1.2. The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline.

1.3. That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing.

1.4. 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.

**DISPOSITIONS**

*Teachers value and are committed to:*

1.5. Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower, and

1.6. Enthusiasm for the discipline(s) they teach and in making connections to everyday life.

**PERFORMANCES**

*Teachers engage in activities to:

1.7. Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline.

1.8. Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding, and

1.9. Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.
STANDARD TWO

Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

KNOWLEDGE

Teachers know and understand:

2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning.

2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family and community values and

2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

DISPOSITIONS

Teachers value and are committed to:

2.4 The educability of all children and adolescents

2.5 The belief that all children and adolescents bring talents and strengths to learning

2.6 Appreciation for multiple ways of knowing

2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence and

2.8 The belief that all children and adolescents can learn at high levels and achieve success.

PERFORMANCES

Teachers apply:

2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.
STANDARD THREE

Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

**KNOWLEDGE**

*Teachers know and understand:*

3.1 How a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

3.2 The supports for and barriers to culturally responsive teaching in school environments.

3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English.

3.4 The negative impact of bias, prejudice, and discrimination on students and society.

**DISPOSITIONS**

*Teachers value and are committed to:*

3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and

3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

**PERFORMANCES**

*Teachers engage in activities to:*

3.7 Create a learning community in which individual differences are respected.

3.8 Learn about the diverse students they teach, and the students' families and communities.

3.9 Use strategies to support the learning of students whose first language is not English.

3.10 Use knowledge of students, and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social bias, gender, race, ethnicity, language, sexual orientation, age and special needs.
STANDARD FOUR

Instructional Planning and Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

KNOWLEDGE

Teachers know and understand:

4.1 How to plan instruction based on students’ needs, developmental progress and prior knowledge;

4.2 Available and appropriate resources and materials for instructional planning;

4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn and;

4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.

DISPOSITIONS

Teachers value and are committed to:

4.5 The development of students’ critical thinking, independent problem-solving and performance capabilities.

PERFORMANCES

Teachers engage in activities to:

4.6 Identify and design instruction appropriate to students’ stage of development, learning styles, strengths and needs;

4.7 Plan instruction based on knowledge of classroom, school and community culture;

4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;

4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;

4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;

4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and

4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.
STANDARD FIVE
Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

KNOWLEDGE

Teachers know and understand:

5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardizing, and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

DISPOSITIONS

Teachers value and are committed to:

5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.

PERFORMANCES

Teachers engage in activities for:

5.4 Analyze student performance using multiple sources of data and to modify future plans and instructional techniques that promote desired student learning outcomes.

5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals.

5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff, and

5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.
STANDARD SIX

Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

**KNOWLEDGE**

*Teachers know and understand:*

6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom.

6.2 How the classroom environment influences learning and promotes positive behavior for all students; and

6.3 How classroom participation supports student commitment.

**DISPOSITIONS**

*Teachers value and are committed to:*

6.4 The role of students in promoting each other’s learning and recognize the importance of peer relationships in creating a climate of learning.

6.5 Taking responsibility for establishing a positive climate in the classroom and participate in maintaining such a climate in the school as a whole; and

6.6 The expression and use of democratic values in the classroom.

**PERFORMANCES**

*Teachers engage in activities to:*

6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently.

6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills.

6.9 Create a positive classroom climate which is socially, emotionally and physically safe.

6.10 Establish and maintain appropriate standards of behavior.

6.11 Use instructional time effectively, and

6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

New Jersey Department of Education
STANDARD SEVEN

SPECIAL NEEDS

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Knowledge

Teachers know and understand:

7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program;
7.2 Available 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 special needs including students with autism and other developmental disabilities; and
7.3 The characteristics of students with special needs.

Dispositions

Teachers value and are committed to:

7.4 The belief that children and adolescents with special needs can learn at high levels and achieve success.

Performances

Teachers engage in activities to:

7.5 Apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;
7.6 Employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
7.7 Participate in the design and implementation of the Individualized Education Program (IEP), where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology;
7.8 Meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology and inclusive educational practices and collaborative partnerships; and
7.9 Make appropriate provisions, in terms of time and circumstances for work, task assigned, communication and response modes, for individual students who have particular learning differences or needs.
STANDARD EIGHT

Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

**KNOWLEDGE**

*Teachers know and understand:*

- 8.1. The power of communication in the teaching and learning process.

**DISPOSITIONS**

*Teachers value and are committed to:*

- 8.2. Appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class and
- 8.3. Being a thoughtful and responsive listener.

**PERFORMANCES**

*Teachers engage in activities to:*

- 8.4. Communicate clearly in English, using precise language and appropriate oral and written expressions;
- 8.5. Assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
- 8.6. Use effective verbal and nonverbal techniques which foster individual and collective inquiry;
- 8.7. Model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking; and
- 8.8. Communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.
STANDARD NINE

Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

**KNOWLEDGE**

*Teachers know and understand:*

9.1 The importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high-quality teaching and learning.

9.2 The role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development.

9.3 How to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

**DISPOSITIONS**

*Teachers value and are committed to:*

9.4 Recognizing the role of parents, guardians and other family members as a child's primary teacher.

9.5 Being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success.

9.6 Being willing to work with parents/families and other professionals to improve the overall learning environment for students.

**PERFORMANCES**

*Teachers engage in activities to:*

9.7 Identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences.

9.8 Establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators, and others in the community in support of student learning and well-being.

9.9 Institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.
STANDARD TEN

Professional Development

Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

**KNOWLEDGE**

Teachers know and understand:

10.1 How education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

**DISPOSITIONS**

Teachers value and are committed to:

10.2 Refining practices that address the needs of all students and the school community.
10.3 Professional reflection, assessment and learning as an ongoing process and
10.4 Collaboration with colleagues to give and receive help.

**PERFORMANCES**

Teachers engage in activities to:

10.5 Use reflective practice and the Professional Development Standards to set goals for their professional development plans.
10.6 Learn through professional education organizations; and
10.7 Make the entire school a productive learning climate through participation in collegial activities.
STANDARD Eleven
Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Knowledge

Teachers know and understand:
11.1 Their professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and
11.2 Strategies to foster professional and productive relationships with students and colleagues.

Dispositions

Teachers value and are committed to:
11.3 Recognizing that an educator's actions reflect on the status and substance of the profession;
11.4 Upholding the highest standards of professional competence both as a practitioner in the classroom as well as an employee vested with the public trust;
11.5 Recognizing, respecting and upholding the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately; and
11.6 Recognizing 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.

Performances

Teachers engage in activities to:
11.7 Promote 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;
11.8 Maintain 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;
11.9 Maintain professional relationships with students and colleagues;
11.10 Provide access to various points of view without deliberate distortion of subject matter; and
11.11 Foster and maintain 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.
APPENDIX E

Kean University
College of Education

A GUIDE FOR COMPILING A TEACHER WORK SAMPLE PORTFOLIO

A. What is a Teacher Work Sample Portfolio?

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

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

B. Instructions for Compiling Teacher Work Sample Portfolio

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

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

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

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

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

- A one-page Introduction to the Teacher Work Sample portfolio.
  - A 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/~tpc](http://www.kean.edu/~tpc). Click on Teacher Work Sample Portfolio.

The Assignment
The Teacher Work Sample contains seven teaching processes identified by research and best practices as fundamental to improving P-12 student learning. Each Teaching Process is followed by a Teacher Work Sample Standard, the Task, Requirements, and a Rubric that defines levels of performance on the standard. The Standards and Rubrics 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/~tpc](http://www.kean.edu/~tpc).* 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
110 Willis Hall – Union, NJ 07083
908-737-4185 – Fax: 908-737-4115
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. This assessment is based upon the components/processes as determined by the Teacher Work Sample Portfolio rubrics. Scoring rubrics are program/content specific and can be found at www.kean.edu – coe. Click on Teacher Work Sample. Please check any indicators that are an area of concern and explain in the comment box. RATING SCALE:

<table>
<thead>
<tr>
<th>1 = Unacceptable</th>
<th>2 = Beginning</th>
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<th>4 = Capable</th>
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<tr>
<th>Component/Processes of TWS and Indicators</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Component-Process #1: Introduction to the Portfolio</td>
<td></td>
</tr>
<tr>
<td>□ 1a. Purpose is defined.</td>
<td></td>
</tr>
<tr>
<td>□ 1b. Outcomes met by the candidate are described.</td>
<td></td>
</tr>
<tr>
<td>□ 1c. Relevant connections are made between the elements of the TWS and the outcomes.</td>
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<tr>
<td>□ 1d. Description of the organization of the TWS is included.</td>
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Comments:

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<tr>
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<th>Rating</th>
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<tr>
<td>Component-Process #2: Philosophy Statement</td>
<td></td>
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<tr>
<td>□ 2a. Evidence is provided that the candidate has the student as the focus.</td>
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<tr>
<td>□ 2b. The SPECTRUM model is used as the framework.</td>
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<tr>
<td>□ 2c. Evidence is provided that the candidate understands theory and research.</td>
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<tr>
<td>□ 2d. Evidence is provided that the candidate has gained insight into teaching and learning through field experiences and coursework.</td>
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<tr>
<td>Component-Process #3: Contextual Factors</td>
<td></td>
</tr>
<tr>
<td>□ 3a. Knowledge of community, school and classroom factors is evident.</td>
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<tr>
<td>□ 3b. Knowledge of characteristics of students, skills and prior knowledge is evident.</td>
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<tr>
<td>□ 3c. Knowledge of students' varied approaches to learning is evident.</td>
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<tr>
<td>□ 3d. Knowledge of students' skills and prior knowledge is evident.</td>
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<tr>
<td>□ 3e. Implications for instructional planning and assessment is provided.</td>
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<tbody>
<tr>
<td>Component-Process #4: Learning Goals</td>
<td></td>
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<tr>
<td>□ 4a. Learning goals show significance, challenge and variety.</td>
<td></td>
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<tr>
<td>□ 4b. Learning goals are clear.</td>
<td></td>
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<tr>
<td>□ 4c. Learning goals are appropriate for students.</td>
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<tr>
<td>□ 4d. Learning goals are aligned with national, state and/or local standards.</td>
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<tr>
<td>Component-Process #5: Assessment Plan</td>
<td></td>
</tr>
<tr>
<td>□ 5a. Alignment with learning goals and instruction is evident.</td>
<td></td>
</tr>
<tr>
<td>□ 5b. Assessment plan provides clarity of criteria for performance.</td>
<td></td>
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<tr>
<td>□ 5c. Assessment plan is technically sound with multiple modes and approaches.</td>
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<tr>
<td>□ 5d. Adaptations are based on individual needs of students.</td>
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<tr>
<td>Component-Process #6: Design for Instruction</td>
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<tr>
<td>□ 6a. Instruction is aligned with learning goals.</td>
<td></td>
</tr>
<tr>
<td>□ 6b. Lesson and unit structure provide accurate representation of content.</td>
<td></td>
</tr>
<tr>
<td>□ 6c. Design uses a variety of instruction, activities, assignments and resources.</td>
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<tr>
<td>□ 6d. Design uses contextual information and data to select appropriate and relevant activities, assignments and resources.</td>
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<tr>
<td>□ 6e. Design uses technology.</td>
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<tbody>
<tr>
<td><strong>Component-Process #7: Instructional Decision-Making</strong></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>
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<tr>
<td>☐ 7c. Congruence is evident between modifications to instruction and learning goals.</td>
<td></td>
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<td>Comments:</td>
<td></td>
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</table>

| Component-Process #8: Analysis of Student Learning |        |
| ☐ 8a. Presentation of data is clear and accurate. |        |
| ☐ 8b. Analysis shows alignment with learning goals. |        |
| ☐ 8c. Data is interpreted correctly. |        |
| ☐ 8d. Analysis exhibits evidence of impact on student learning. |        |
| Comments: |        |

**TOTAL SCORE:**

- ☐ Score of 26 - 30: Accomplished
- ☐ Score of 21 - 25: Capable
- ☐ Score of 15 - 20: Developing
- ☐ Score of 11 - 14: Beginning (Needs revision)
- ☐ Score of 10 & below: Unacceptable

**Additional Comments:**

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

---

Capstone course instructors and university supervisors/clinical instructors are to submit students' score online at [www.kean.edu/~tpc](http://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.
### Processes of Teacher Work Sample Portfolio Assessment Form

<table>
<thead>
<tr>
<th>1 = Unacceptable</th>
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</table>

#### Introduction to the Portfolio

- The purpose is defined.  
- The outcomes met by the candidate are described.  
- There are relevant connections made between the elements of the TWS and the outcomes.  
- There is a description of the organization of the TWS Portfolio

#### Philosophy Statement

- There is evidence that the candidate has the student as the focus.  
- The SPECTRUM Model is used as the framework.  
- The candidate understands theory and research.  
- The candidate has gained insight into teaching and learning through field experiences and coursework.

#### Contextual Factors

- Knowledge of community, school, and classroom factors.  
- Knowledge of characteristics of student, skills, and prior knowledge.  
- Knowledge of students’ varied approaches to learning.  
- Knowledge of students’ skills and prior knowledge.  
- Implications for instructional planning and assessment.

#### Learning Goals

- Significance, challenge, variety, and appropriateness for students.  
- Clarity.  
- Appropriateness for students  
- Alignment with national, state, or local standards.

#### Assessment Plan

- Alignment with learning goals and instruction.  
- Clarity of criteria for performance.  
- Technically sound multiple modes and approaches.  
- Adaptations based on individual needs of students.

#### Design for Instruction

- Alignment with learning goals.  
- Lesson and unit structure with accurate representation of content.  
- Use of a variety of instruction, activities, assignments and resources.  
- Use of contextual information and data to select appropriate and relevant activities, assignments, resources.  
- Use of technology.

#### Instructional Decision-Making

- Sound professional practice.  
- Adjustments based on analysis of learning.  
- Congruence between modifications and learning goals.

#### Analysis of Student Learning

- Clarity and accuracy of presentation.  
- Alignment with learning goals.  
- Interpretation of data.  
- Evidence of impact on student learning.

#### Reflection and Self-Evaluation

- Interpretation of student learning.  
- Insights on effective instruction and assessment.  
- Alignment among goals, instruction, and assessment.  
- Implications for future teaching.  
- Implications for professional development.

#### Writing Mechanics and Appearance

- Use of standard English is satisfactory (no more than 8 errors).  
- Syntax and word choice is satisfactory, and the writing is cohesive.  
- Appearance is adequate with section dividers and a table of contents.
## FIELD EXPERIENCE NARRATIVE OBSERVATION

<table>
<thead>
<tr>
<th>Student Status:</th>
<th>Professional</th>
<th>Preprofessional</th>
<th>Student Status:</th>
<th>UG</th>
<th>Post-Bac</th>
<th>GR</th>
<th>Visiting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Sub/Gr</th>
<th>District</th>
<th>Supv</th>
<th>Coop Tchr</th>
<th>School</th>
</tr>
</thead>
</table>

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

### Skills/Knowledge/Dispositions

**Strengths:**

**Concerns:**

**Specific/Alternative Suggestions:**

**Implementation of Suggestions from Previous Observations:**

---

**Date & Time of Next Visit**

**Cooperating Teacher Signature**

**Date:**

**Student Signature**

**Date:**

**Supervisor Signature**

**Date:**

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

**KNOWLEDGE**

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

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

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

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

5. Demonstrates knowledge of subject matter.
   - Engages students in the content matter specified in each 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).
   a. Provides students with opportunities to participate.
   b. Uses procedures that establish learner(s) readiness.
   c. Relates content to student interests and experiences.
   d. Provides for student creativity and self-expression.

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

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

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

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

**DISPOSITIONS/VALUES**

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

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

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

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

## PROFESSIONAL INTERNSHIP COMPETENCY ASSESSMENT WORKSHEET

### MID/FINAL ASSESSMENT

<table>
<thead>
<tr>
<th>Date:</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervisor:</th>
<th>Supervisor Email:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cooperating Teacher:</th>
<th>Coop Tchr Email:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>School District &amp; School:</th>
</tr>
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<td></td>
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</tbody>
</table>

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

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

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

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses standard English.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Pronounces words correctly and distinctly.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Supports verbal communication with nonverbal behavior.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Uses the voice to set a variety of moods.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Writes English and the language of instruction proficiently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Uses an appropriate vocabulary in the language of instruction</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Writes clear directions, explanations and assignments.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Provides written material that is legible and grammatically correct.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Organizes and clearly expresses ideas in journal and TWS Portfolio entries, lesson plans, and other writings.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Demonstrates how knowledge of content is created and organized.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Displays extensive content knowledge.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Presents accurate and timely information, stressing depth and breadth of content.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c. Integrates knowledge from various fields in selection of resources.</td>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d. Helps students recognize the purpose and relevancy of content and activities.</td>
<td></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
   □ a. Designs instruction appropriate for level of students/class.
   □ b. Provides remedial or enrichment material/instruction when appropriate.
   □ c. Sets realistic expectations for all students.
   □ d. Demonstrates critical thinking and reflection by maintaining a journal and creating a Teacher Work Sample Portfolio.

Comments:

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

Comments:

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

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

Comments:

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

Comments:

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

Comments:
<table>
<thead>
<tr>
<th>9. Manages learner behavior to enhance learning</th>
<th>O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes and maintains appropriate standards of behavior.</td>
<td></td>
</tr>
<tr>
<td>b. Reinforces appropriate student behavior.</td>
<td></td>
</tr>
<tr>
<td>c. Maintains the dignity of students.</td>
<td></td>
</tr>
<tr>
<td>d. Monitors behavior in a subtle and preventative manner.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Assesses students’ progress</th>
<th>O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Analyzes student performance using multiple sources of data.</td>
<td></td>
</tr>
<tr>
<td>b. Maintains accurate records of students’ work/progress.</td>
<td></td>
</tr>
<tr>
<td>c. Provides students with feedback and encourages self-assessment.</td>
<td></td>
</tr>
<tr>
<td>d. Employs formal and informal assessment techniques.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Utilizes technology and media</th>
<th>O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Demonstrates knowledge of the instructional applications of technology and media</td>
<td></td>
</tr>
<tr>
<td>b. Integrates a variety of media and technology into instruction.</td>
<td></td>
</tr>
<tr>
<td>c. Utilizes technology and media effectively and appropriately.</td>
<td></td>
</tr>
<tr>
<td>d. Relates technology use directly to the objective.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Fosters critical thinking skills</th>
<th>O O O O O O</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asks diverse types of questions, stressing higher level thinking.</td>
<td></td>
</tr>
<tr>
<td>b. Provides opportunities to practice a variety of thinking skills.</td>
<td></td>
</tr>
<tr>
<td>c. Requires students to identify/clarify complex ideas or to synthesize knowledge.</td>
<td></td>
</tr>
<tr>
<td>d. Poses problems, dilemmas and issues which require evaluative thinking.</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**DISPOSITIONS**

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

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

Comments:

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](http://www.kean.edu/~tpc). Click on the Submit Online Assessment link. Locate the appropriate column for the person submitting this assessment – Cooperating Teacher or University Supervisor. Then click on the link that corresponds to this assessment to begin 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 MEETING FORM

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:\KEANDOC\Assessments\Online Assessments\Final Meeting Form - Intern.doc
APPENDIX K

TEACHING PERFORMANCE CENTER
Kean University
Willis 110 – Union, NJ 07083
908-737-4185 – Fax: 908-737-4115

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:

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

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

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

8. **What happens to the tape after viewing?**
   
   After the tape is viewed and assessed by the student, supervisor/clinical instructor and the cooperating teacher, the videotape becomes the property of the student. The student may wish to use the video as part of his/her professional portfolio. It may be helpful in the pursuit of employment.
APPENDIX N
TEACHING PERFORMANCE CENTER
KEAN UNIVERSITY OF NEW JERSEY
COLLEGE OF EDUCATION
WILLIS 110
UNION, NJ 07083
Telephone (908) 737-4185 - Fax (908) 737-4115
Email: tpc@kean.edu

Field Experience: __ Introductory ___ Preprofessional ___ Professional
Student Status: ___ Undergraduate ___ Post-Bac Cert. ___ Graduate
Department: ___ Bilingual ___ Early Childhood ___ Educ Deaf/HH ___ Elementary ___ Elem/Middle ___ Fine Arts
___ Music ___ Phys. Ed & Health ___ Secondary ___ Tchr Indiv w/Disabilities ___ Theatre
Campus: ___ Union ___ Kean@OCC

Special Case in Field Experiences: Action Plan for Improvement
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. Field Experience Student: ___________________________ Date: ________________

School: ______________________________________ District: ____________________

Principal: ___________________________ Grade or subject: ____________________

Cooperating Teacher: ___________________________ Semester: Fall ___ Spring ___ Su ___ Year 20___

Supervisor: ___________________________

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

B. Explanation of problem: ________________________________________________________

C. Plan of Action for Improvement

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

Comments:

Student Signature Date Supervisor Date Cooperating Teacher Date

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.

O:\KEANDOCS\MISCFORM\Special Case - New Form.doc.doc

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APPENDIX N

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
WILLIS 110 - UNION, NJ 07083
Phone (908) 737-4185/Fax (908) 737-4115
e-mail: tpc@kean.edu

Professional Internship
First Visit Checklist

Name of Professional Intern ____________________________________________
Name/Address of School _______________________________________________

School Telephone ______________________________________________________
Name of Coordinating Teacher __________________________________________

Home Telephone _______________________________________________________
Email: ________________________________________________________________
(Home Telephone for Supervisor Exchanged with Coordinating Teacher)

Name of Principal _____________________________________________________
Name of Supervisor/Department Chair ____________________________________
Availability of Coordinating 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.

reviewed/highlighted with professional intern and cooperating teacher.

___ 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 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

___ Nature and importance of Professional Internship Journal explained to student/teacher.

___ Professional Internship Journal for first few days completed properly by professional intern.

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Teacher classroom materials distributed to student and included with journal.

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 video taping 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
- Student Discipline
- Student Attendance
- Graduation/Promotion
- Student Handbook
- Faculty Handbook
- District Curriculum-Core Curriculum Content Standards-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

O:\KEANDOCS\HANDBOOK\Professional\Internship Complete Handbook Fall 2011.doc
### 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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>1 - Rarely</th>
<th>2 - Sometimes</th>
<th>3 - Most of the time</th>
<th>4 - Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject matter incorporating national standards, NJ CCCS &amp;</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJ PTS* for supervising at this area or level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. A variety of teaching methods &amp; differentiated instructional strategies.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Diverse student learning styles and appropriate assessment methods.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Classroom management theories and their application.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Current research on teaching and learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Realistic expectations and outcomes for the professional intern.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Communicated his/her performance expectations to the professional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>intern &amp; the cooperating teacher with regard to lesson planning,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>journal, portfolio, supervisory observation, conferences &amp; evaluations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Evaluated intern's performance based on the criteria of the Field</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Experience Competency Assessment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Provided <strong>specific</strong> oral &amp; written feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Identified specific areas of strength and made appropriate</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>recommendations for areas of improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Read and critiqued lesson plans, unit plans, journal &amp; Teacher Work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Sample/Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**KNOWLEDGE**

The university supervisor/clinical instructor demonstrated knowledge of:

**SKILLS**

The university supervisor/clinical instructor:

**DISPOSITIONS/VALUES**

The university supervisor/clinical instructor:

**COMMENTS:**

*New Jersey Core Curriculum Content Standards & New Jersey Professional Teaching Standards
Assessment/Supervisor Assessment-Form.doc

O:\KEANDOCSS\SUPERVIS\Adjunct Supervisor
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: __________________________  Phone: __________________________
Address: ___________________________________________________________________
Name: __________________________  Relationship: __________________________  Phone: __________________________
Address: ___________________________________________________________________
Name: __________________________  Relationship: __________________________  Phone: __________________________
Address: ___________________________________________________________________

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 21st Century Learning Setting.*
   - Rubric for scoring the statement is found on page 102 of Handbook III.

6. **In recognition of successful completion of the professional internship, one outstanding intern will be selected from each of 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
   - 110 Willis Hall
   - Kean University
   - Union, NJ 07083

---

O: KEANDOCs\Nominations for Outstanding Prof. Intern\Kean University Distinguished Professional Intern Awards Checklist 2.doc 3/30/10

100
<table>
<thead>
<tr>
<th>Performance Dimensions</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 was good and contributed to the effectiveness.  
• Single focus; sense of unity and coherence.  
• Logical progress of ideas.  
|                         | • Organization was very clear, focused on the main issues.  
• Thoughtful transitions clearly show idea connections.  
| Content                | • Ideas are extremely limited or hard to understand.  
• May drift or shift focus. Content may be irrelevant.  
|                         | • Text may be repetitious or disconnected.  
• Usually has a single focus.  
• Little sense of which information is important.  
|                         | • Ideas loosely connected.  
• Single focus.  
• Labeled with appropriate professional terms.  
|                         | • Ideas are fine-tuned and contributed to the overall effectiveness.  
• Explanation with principal or theory given as a rationale.  
|                         | • Key concepts identified and addressed.  
• Relevant focus sustained throughout.  
• Connections made to other, related topics.  
| Word Choice/Vocabulary | • No use of professional language.  
• No descriptive language.  
|                         | • Vocabulary may be used incorrectly or is vague or trite.  
• Limited word choice; no professional language.  
|                         | • Some vocabulary is used well, some not.  
• Vocabulary used is general.  
• Limited use of professional language.  
|                         | • Vocabulary demonstrates professional awareness.  
• Uses words to express meaning with style and tone.  
|                         | • Correct and precise use of terminology.  
• Vocabulary demonstrates insightful and professional language.  
| Language/Usage          | • Incomplete sentences. Frequent errors of spelling, punctuation, and grammar.  
|                         | • Many errors of grammar, spelling, and punctuation.  
|                         | • Generally uses correct spelling, grammar, and punctuation.  
|                         | • Consistently uses correct spelling, capitalization, and punctuation.  
|                         | • Error free.  

June 15, 2011
O:\KEANDOC\Revised Written Language Scoring Rubric Personal Statement.doc
KEAN UNIVERSITY OUTSTANDING PROFESSIONAL INTERN
Nomination Application

PART I: PERSONAL INFORMATION

Student Name: ______________________ ______________________
(Last) (First)

Mailing Address: ______________________ ______________________
(Street Address)

_________________________ ______________________
(City) (State) (Zip)

Telephone Number: ______________________ Cell Phone: ______________________

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: ______________________

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.

_________________________ ______________________ ____________
Univ Supv/Clinical Instructor Name Signature Date

O:\KEANDOCS\Nominations for Outstanding Prof. Intern/Application for Outstanding Professional Intern.doc 3/22/09

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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
W-110, 1000 Morris Ave.
Union, NJ 07083
Email: tpc@kean.edu
908-737-4185/ Fax: 908-737-4115

O:\KEANDOCS\Nominations for Outstanding Prof. Intern\Nominations for Outstanding Prof. Intern\Application for Outstanding Professional Intern Page 2.doc 3/22/10
Appendix T
Teaching Performance Center
Kean University – College of Education
Willis 110 – Union, NJ 07083
Phone: 908-737-4185/Fax: 908-737-4115
Email: tpc@kean.edu

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 October 1 for fall and February 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: O Fall  O Spring  O Summer  Year _______ University Supervisor: ____________________________
O Mr.  O Ms.  Last Name ____________________________  First Name: ____________________________
Home Address: ____________________________________________
City, St, Zip ____________________________________________  Telephone: ____________________________

Your Social Security #: _______________________________ Did you attach a signed W-9 Form?:  O Yes  O No
(SS# required for payment of honorarium)  (W-9 form is required for payment of honorarium – Download at www.irs.gov)

Name of Kean Student: ________________________________  Your School District: ____________________________

Your School & Address: ________________________________

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

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

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

1. Age:  O 20 or below  O 21-30  O 31-40  O 41-50  O 51-60  O 61+

2. Certifications (fill in as many as apply)  O P-3  O K-5  O 5-8  O K-12 Subject Area  O Teacher of Students w/Disabilities

3. Are you a Kean graduate?  O Yes  O No  If yes, received: Undergraduate  O Yes  O No  Graduate:  O Yes  O No

4. Degree (Fill in highest attained)  O Bachelors  O Masters  O Doctorate


5. Ethnicity (Fill in one)  O Asian  O Black  O Hispanic  O Native American  O White

6. Have you previously mentored/supervised university field experience students?  O Yes  O No

7. If you answered Yes to # 6, How many students have you mentored?
   O 1-2  O 3-5  O 6-8  O 8-10  O 10+

8. Were you recommended or did you volunteer to mentor this student? (Fill in only one)  O Recommended  O Volunteered

9. What do you see as the benefits of being a cooperating teacher? (Fill in all that apply)
   O Acquisition of new knowledge and skills  O Improvement in P-12 learning
   O Connection to a University  O Increased confidence in my teaching
   O Attendance at a cooperating teacher workshop  O Less isolation as a co-teacher
   O Lower student-teacher ratio  O Meeting PDP requirements
   O Honorarium payment  O Passing along professional knowledge/skills
   O Self-reflection on teaching practices  O Recognition within your school community

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

(Please complete other side...)

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Revised: 7/27/11

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11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?  O Yes  O No

12. If yes to #11, please indicate:  O Technology  O Standards  O Instructional Strategies  O Classroom Assessment
   O Other (please list)________________________________________________________________________

13. Do professional development hours make mentoring more attractive?  O Yes  O No

14. Did you have preparation in mentoring?  O Yes  O No

15. If yes to #14, please indicate where you received preparation:
   O School district workshop  O University Workshop  O Course  O Cooperating Teacher Institute

16. If no to #14, are you interested in a course or workshop in mentoring?  O Yes  O No

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

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

19. Of the NJ Professional Standards for Teachers listed below, select three in which you believe our candidates need additional preparation:
   O Demonstrating subject matter knowledge  O Developing accommodations for students w/special needs
   O Utilizing knowledge of human growth and development  O Communicating with peers, parents, and community
   O Adapting instruction for diverse learning  O Building collaborative partnerships
   O Planning & implementing instructional strategies  O Exhibiting professional behaviors and dispositions
   O Developing and using multiple assessments  O Creating a supportive and safe learning environment
   O Engaging in professional development to enhance the Teaching and learning process.

20. Which of the following mentoring techniques do you use as a cooperating teacher?

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

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

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

23. If yes to #22, by whom?
   O University Students  O University Faculty  O Both

Comments about your mentoring experience:________________________________________________________________________

________________________________________________________________________

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

Please return this form to the address on other side or to the student’s university supervisor. Certificates for Professional Development Hours will be mailed by February 1 for the Fall semester and by June 1 for the Spring semester.
# KEAN UNIVERSITY
College of Education

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

<table>
<thead>
<tr>
<th>Program</th>
<th>Time Requirements</th>
<th>Check-Out</th>
<th>Check-In</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(In the Classroom)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Preprofessional Intern (Junior Field)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>PreK - 3 days/wk; 3 1/2 hrs/day</td>
<td>157.5</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Kindergarten - 20 hours</td>
<td>20</td>
<td>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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Elementary Education</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Secondary, ESL</td>
<td>5 days/wk, 15 weeks</td>
<td>450</td>
<td>15</td>
</tr>
<tr>
<td>Fine Arts*</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</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>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
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<tr>
<td>Elementary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
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<tr>
<td>Secondary</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</td>
</tr>
<tr>
<td>Music*</td>
<td>5 days/wk, 7.5 weeks</td>
<td>225</td>
<td>7.5</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:\tpec\keandocs\coo\ptchr\Professional Development Credits.xls May-06

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<table>
<thead>
<tr>
<th>COUNTY</th>
<th>SUPERINTENDENT</th>
<th>OFFICE MAILING ADDRESS</th>
<th>COUNTY</th>
<th>SUPERINTENDENT</th>
<th>OFFICE MAILING ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumberland</td>
<td>Dr. Daniel Mastrobuono 856-451-0211-fax #455-9523 Nancy Cobb, Secy.</td>
<td>Cumberland County Office of Education 19 Landis Avenue Bridgeton, NJ 08302</td>
<td>Salem</td>
<td>Mr. Michael Elwell 856-339-6811-fax #395-6290 Joan Heil, Secy.</td>
<td>Salem County Office of Education 94 Market Street Salem, NJ 08079</td>
</tr>
<tr>
<td>Essex</td>
<td>Mr. Thomas Dowd, Interim 973-395-4677-fax #395-4696 Endipitone, Secy.</td>
<td>Essex County Office of Education 7 Glenwood Avenue, Suite 404 East Orange, NJ 07018</td>
<td>Somerset</td>
<td>Mrs. Trudy Doyle, Exec. Co. Supt. 998-541-5700-fax #722-0902 Connie Richardson, Secy.</td>
<td>Somerset County Office of Education P.O. Box 3000 Somerville, NJ 08876 Office Location: 92 E. Main Street, Somerville</td>
</tr>
<tr>
<td>Mercer</td>
<td>Dr. Frank Dragotta, Interim 1095-588-5884-fax #588-5849 Donna Breitsege, Secy.</td>
<td>Mercer County Office of Education 1075 Old Trenton Rd. Trenton, NJ 08690</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Changes**

New Executive Co Supt in Hunterdon
New Interim Co Supt in Mercer

Revised 3/31/2008

* = operating dists.
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. Post-Baccalaureate and graduate-level students can take the test anytime. 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 15 for Fall internships and November 1 for Spring Internships.

The College of Education requires that a professional internship student schedule, take and pass 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 Content Knowledge Test. Early Childhood candidates are required to pass both the Elementary Education Content Knowledge Test AND the Early Childhood Content Knowledge Test. Beginning Spring 2011, Elementary and Middle School candidates are required to take and pass both the Elementary Education Content Knowledge exam 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-5/5-8 certification are required to take and pass both the Elementary Education Content Knowledge exam AND the Middle School Content Knowledge exam for their academic area, beginning Spring 2011. It is the candidate’s responsibility to schedule and pass the appropriate Praxis II test within the appropriate timeframe. A student will not be able to participate in the professional internship without submitting a copy of all pages of his/her Examinee Score Report showing passing Praxis II scores to the Teaching Performance Center in Willis 110. 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 II Test Requirements on the next page 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 pass the Elementary Education Content Knowledge Praxis II test and TSD students must take and pass the Content Knowledge Test(s) for their academic content area(s).

How

Praxis Registration Bulletins are no longer available at the university. They can be obtained online and registration can be performed online at http://www.ets.org/praxis/index.html.

Beginning in October 2010, ETS is offering the Elementary Education: Content Knowledge Exam and the Spanish: World Language in computer-format. The Spanish Praxis II paper test has been discontinued. The tests are offered Monday through Saturday. Test codes are: 5014 for the Elementary Education: Content Knowledge and 5195 for the Spanish exam. Call Prometric Candidate Services at 1-800-853-6773 to schedule a test.

Special Circumstances – Extra Time and Accommodations

- If your first language is NOT English, you can apply for extra time. Please obtain the necessary forms in the Dean’s Office. (See Praxis Bulletin, Section 2 for details.)
- If you have a documented learning or physical disability and need special accommodations, you may apply for extra time and different accommodations. (See Praxis Bulletin, Section 2 for details.)
Be Prepared  If you do not have passing scores on the Praxis II for your area of certification, you will not be allowed to perform your professional internship.

Be Aware  Praxis II score reports are now only available online in pdf format; ETS no longer mails 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 tspc@kean.edu and attach the pdf of your score report to meet the Praxis II requirement for your internship.

What else?  Available help:

• Review Session – Fee for Kean University students
  • Elementary Ed Content Knowledge: 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.
• PLATO Computer Assisted Instruction
  • Contact Dean’s office at 908-737-3750
• Practice & Read
  • Buy 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.

OF UTMOST IMPORTANCE

When registering for the exam you MUST provide your CORRECT SOCIAL SECURITY NUMBER. If you do not give your social security number or give the wrong number on the registration for the Praxis, you will NOT receive your license from the State of New Jersey.

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 7666 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 to meet the COE Praxis Submission Policy.
**PRAXIS TEST REQUIREMENTS**

The New Jersey State Department of Education requires the following Praxis II tests for licensing*:

<table>
<thead>
<tr>
<th>Licensure Area</th>
<th>Test Code</th>
<th>Praxis II Test(s) Required</th>
<th>NJ Qualifying Score (as of 12/01/07)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>0133</td>
<td>Art: Content Knowledge</td>
<td>150</td>
</tr>
<tr>
<td>Early Childhood P-3</td>
<td>0022</td>
<td>Early Childhood: Content Knowledge</td>
<td>159</td>
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<td>Elementary School Teacher K-5</td>
<td>0014</td>
<td>Elementary Education: Content Knowledge</td>
<td>141</td>
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<td>Elementary School Teacher K-5</td>
<td>5014</td>
<td>Computerized Elementary Education: CK</td>
<td>141</td>
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<tr>
<td>Elementary w/Specialization: Language Arts &amp; Literacy (5-8)</td>
<td>0049</td>
<td>Middle School English Language Arts</td>
<td>156</td>
</tr>
<tr>
<td>Elementary w/Specialization: Mathematics (5-8)</td>
<td>0069</td>
<td>Middle School Mathematics</td>
<td>152</td>
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<tr>
<td>Elementary w/Specialization: Social Studies (5-8)</td>
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<td>Middle School Social Studies</td>
<td>158</td>
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<tr>
<td>Elementary w/Specialization: Science (5-8)</td>
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<td>Middle School Science</td>
<td>145</td>
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<tr>
<td>English</td>
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<td>English Language, Literature, and Composition: Content Knowledge</td>
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<tr>
<td>English as a Second Language</td>
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<td><em>No test currently required for licensure</em>**</td>
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<td>Health and Physical Education</td>
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<td>Health &amp; Physical Education: Content Knowledge</td>
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<tr>
<td>Mathematics</td>
<td>0061</td>
<td>Mathematics: Content Knowledge</td>
<td>137</td>
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<td>Music</td>
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<td>Music: Content Knowledge</td>
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<td>Physical Education: Content Knowledge</td>
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<td>0435</td>
<td>General Science: Content Knowledge</td>
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<td>Chemistry</td>
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<td>Earth Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Spanish: World Language</td>
<td>5195</td>
<td>Spanish Content Knowledge (Computer test only)</td>
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<td>Special Education: including Teacher of Students w/Disabilities (TSD)</td>
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<td>Speech Arts and Theatre</td>
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<td>Speech Communication</td>
<td>143</td>
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<td>0640</td>
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<tr>
<td>Speech-Language Specialist</td>
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<td>Speech Language Pathology</td>
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<tr>
<td>Theatre</td>
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</table>

*Students in multiple certification programs, i.e. P-3/Elementary, K-5/5-8, TSD/K-5/5-8, are required to take and pass a Praxis II exam for EACH CERTIFICATION in order to be certified by the State of New Jersey.

**REQUIREMENT:** The College of Education requires that all professional internship students schedule, take and pass the respective Praxis II Test 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 Content Knowledge Test to meet this policy.
- Students seeking additional certifications/endorsements with the Teacher of Students w/Disabilities endorsement will be required to take and pass the Praxis II exam(s) for their content area certification(s) in order to meet the COE policy; for example: TSD/K-12 Math candidates are required to pass Praxis II #0061 to perform the internship, TSD/K-5/5-8 candidates are required to pass both the Elementary Ed exam AND the content area exam.
- P-3/K-5 undergraduate Early Childhood candidates are required to take and pass BOTH the Early Childhood Content Knowledge Test (#0022) AND the Elementary Education Content Knowledge Exam (#0014).

It is the candidate's responsibility to ensure to schedule and pass the appropriate Praxis II Test within the required timeframe. A student will not be able to participate in the professional internship without submitting a copy of a passing Praxis II Examinee Score Report to the Teaching Performance Center by the stated deadlines: August 15 for fall internship, November 1 for internships being performed in spring.
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 2.75 or higher.

2. Pass the Praxis 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 – J102
   - Graduates: You will receive an information packet from the Graduate Office.

4. Apply for Certification/License. **Please observe deadlines.**
   You MUST complete a pink New Jersey State Department of Education “Application for Certification” BEFORE you complete your approved program. This is different from the application for a degree or program completion. 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 – Willis 109
   - **Deadline:** December Certification - December 1
     May/August Certification – March 31
   
   Graduate: Submit application to Ms. R. Roebuck – Graduate Office – EC
   - **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.
   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).

For further information, please contact:

Undergraduate/Post-Baccalaureate Students: Teacher Certification Office
Willis Hall, Room 109
908-737-0570

Graduate Students Graduate Student Services
East Campus – Room
908-737-3449
APPENDIX Y

EDUCATIONAL WEBSITES & PROFESSIONAL ORGANIZATIONS

A. New Jersey Department of Education

http://www.nj.gov/education/

New Jersey Core Curriculum Content Standards

http://njcccs.org

This site accesses the entirety of the Core Curriculum Content Standards. After visiting a standard, the appropriate "framework" can then be visited by selecting the button. Keep in mind that the "frameworks" provide many sample activities, lessons, and resources.

New Jersey Professional Standards for Teachers

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

B. Search Engines or Portals

Using one of the following search engines, you may copy text from the core content standards web pages, and enter into the text box. You will get a variety of hits, in may cases, and some of them will be curriculum based. Other sites may simply be informational. You may have to play around a bit with the text you've entered to find what you're looking for.

For educators


http://mamma.com  www.bing.com

C. 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.

U.S. Department of Education Teacher-To-Teacher (T2T) Initiative
http://www.t2tweb.us/Workshops/About.asp

The Educator's Reference Desk
http://eduref.org
Smart Teaching
http://www.smartteaching.org/

EdHelper.com
http://www.edhelper.com
Educational Units and Lesson Plans
http://www.coollessons.org

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

Lesson Plans Page
http://www.lessonplanspage.com

Lesson Planz.com
http://www.lessonplanz.com

D. Classroom Management:

www.adprima.com

www.BEHAVIORAdvisor.com

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

www.proteacher.com

E. English Language

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

On-Line English Grammar
http://www.edufind.com/english/grammar

PROFESSIONAL ORGANIZATIONS

Specialized Program Associations: Standards for Teachers

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

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

Association for Childhood Education International (ACEI)
http://www.acei.org
Council for Exceptional Children (CED)
http://www.ccc.sped.org

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

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

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

National Council for Social Studies (NCSS)
http://www.ncss.org

National Council for Teachers of Mathematics (NCTM)
http://www.nctm.org

National Science Teachers Association (NSTA)
http://www.nsta.org

Teachers of English to Speakers of Other Languages (TESOL)
http://www.tesol.org/s_tesol/index.asp

National Art Education Association
www.naea-reston.org

**National Professional Organizations**

National Education Association
http://www.nea.org

American Federation of Teachers
http://www.aft.org

National Middle School Association
http://www.nmsa.org

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

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

U.S. Department of Education
http://www.ed.gov
State Professional Organizations

New Jersey Association for Education of Young Children
http://www.njaeyc.org

New Jersey Education Association
http://www.njea.org

New Jersey Professional Education Port
www.state.nj.us/education/njpep/index.html

Additional resources and links are available on the Teaching Performance Center website at http://www.kean.edu/~tpc/Links.html
APPENDIX 2
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.

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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