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. 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 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:  

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

Component/Processes of TWS and Indicators

<table>
<thead>
<tr>
<th>Component-Process #1: Introduction to the Portfolio</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>1d. Description of the organization of the TWS is included.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Component-Process #2: Philosophy Statement

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

Comments:

Component-Process #3: Contextual Factors

<table>
<thead>
<tr>
<th>Component-Process #3: Contextual Factors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Knowledge of community, school and classroom factors is evident.</td>
<td></td>
</tr>
<tr>
<td>3b. Knowledge of characteristics of students, skills and prior knowledge is evident.</td>
<td></td>
</tr>
<tr>
<td>3c. Knowledge of students’ varied approaches to learning is evident.</td>
<td></td>
</tr>
<tr>
<td>3d. Knowledge of students’ skills and prior knowledge is evident.</td>
<td></td>
</tr>
<tr>
<td>3e. Implications for instructional planning and assessment is provided.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Component-Process #4: Learning Goals

<table>
<thead>
<tr>
<th>Component-Process #4: Learning Goals</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. Learning goals show significance, challenge and variety.</td>
<td></td>
</tr>
<tr>
<td>4b. Learning goals are clear.</td>
<td></td>
</tr>
<tr>
<td>4c. Learning goals are appropriate for students.</td>
<td></td>
</tr>
<tr>
<td>4d. Learning goals are aligned with national, state and/or local standards.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Component-Process #5: Assessment Plan

<table>
<thead>
<tr>
<th>Component-Process #5: Assessment Plan</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>5c. Assessment plan is technically sound with multiple modes and approaches.</td>
<td></td>
</tr>
<tr>
<td>5d. Adaptations are based on individual needs of students.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Component-Process #6: Design for Instruction

<table>
<thead>
<tr>
<th>Component-Process #6: Design for Instruction</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
<tr>
<td>6d. Design uses contextual information and data to select appropriate and relevant activities, assignments and resources.</td>
<td></td>
</tr>
<tr>
<td>6e. Design uses technology.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### Component/Processes of TWS and Indicators

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

Comments:

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

Comments:

### TOTAL SCORE:

- ☐ Score of 45 - 50  Accomplished
- ☐ Score of 40 - 44:   Capable
- ☐ Score of 34 - 39:   Developing
- ☐ Score of 30 - 33:   Beginning (Needs revision)
- ☐ Score of 29 & below:  Unacceptable

### Additional Comments:

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

### Signatures

<table>
<thead>
<tr>
<th>Course Instructor</th>
<th>Student</th>
<th>Date</th>
</tr>
</thead>
</table>

Capstone course instructors and university supervisors/clinical instructors are to submit students’ score online at [www.kcan.edu/~tpc](http://www.kcan.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>Section</th>
<th>Score</th>
<th>1 = Unacceptable</th>
<th>2 = Beginning</th>
<th>3 = Developing</th>
<th>4 = Capable</th>
<th>5 = Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to the Portfolio</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The purpose is defined.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>The outcomes met by the candidate are described.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>There are relevant connections made between the elements of the TWS and the outcomes.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>There is a description of the organization of the TWS Portfolio</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td><strong>Philosophy Statement</strong></td>
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<tr>
<td>There is evidence that the candidate has the student as the focus.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The SPECTRUM Model is used as the framework.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>The candidate understands theory and research.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The candidate has gained insight into teaching and learning through field experiences and coursework.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Contextual Factors</strong></td>
<td></td>
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</tr>
<tr>
<td>Knowledge of community, school, and classroom factors.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Knowledge of characteristics of student, skills, and prior knowledge.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Knowledge of students’ varied approaches to learning.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Knowledge of students’ skills and prior knowledge.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Implications for instructional planning and assessment.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td><strong>Learning Goals</strong></td>
<td></td>
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<tr>
<td>Significance, challenge, variety, and appropriateness for students.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Clarity</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Appropriateness for students</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Alignment with national, state, or local standards.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Assessment Plan</strong></td>
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<tr>
<td>Alignment with learning goals and instruction.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Clarity of criteria for performance.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Technically sound multiple modes and approaches.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Adaptations based on individual needs of students.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Design for Instruction</strong></td>
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<tr>
<td>Alignment with learning goals.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Lesson and unit structure with accurate representation of content.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Use of a variety of instruction, activities, assignments and resources.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>Use of contextual information and data to select appropriate and relevant activities, assignments, resources.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Use of technology.</td>
<td>1 2 3 4 5</td>
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<tr>
<td><strong>Instructional Decision-Making</strong></td>
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<tr>
<td>Sound professional practice.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Adjustments based on analysis of learning.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Congruence between modifications and learning goals.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td><strong>Analysis of Student Learning</strong></td>
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</tr>
<tr>
<td>Clarity and accuracy of presentation.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Alignment with learning goals.</td>
<td>1 2 3 4 5</td>
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</tr>
<tr>
<td>Interpretation of data.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evidence of impact on student learning</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td><strong>Reflection and Self-Evaluation</strong></td>
<td></td>
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</tr>
<tr>
<td>Interpretation of student learning.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>Insights on effective instruction and assessment.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Alignment among goals, instruction, and assessment.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications for future teaching.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications for professional development</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Writing Mechanics and Appearance</strong></td>
<td></td>
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</tr>
<tr>
<td>Use of standard English is satisfactory (no more than 8 errors).</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Syntax and word choice is satisfactory, and the writing is cohesive.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Appearance is adequate with section dividers and a table of contents.</td>
<td>1 2 3 4 5</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Assess the student's progress by identifying the specific performance competencies listed on the reverse side:

**Skills/Knowledge/Dispositions**

**Strengths:**

**Concerns:**

**Specific/Alternative Suggestions:**

**Implementation of Suggestions from Previous Observations:**

Date & Time of Next Visit

Cooperating Teacher Signature  Date:  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

   - 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.
   - Assumes 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.

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. Assess students’ progress.
    - Analyzes student performance using multiple sources of data.
    - Maintains accurate records of students’ work/progress.
    - Provides students with feedback and encourages self-assessment.
    - Employed 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

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

PROFESSIONAL INTERNSHIP PERFORMANCE COMPETENCY ASSESSMENT WORKSHEET
MID/FINAL ASSESSMENT

Date: ____________________________  Semester: ____________________________

Student Name: ____________________________  Program: ____________________________
Student Email: ____________________________

Supervisor: ____________________________  Supervisor Email: ____________________________

Cooperating Teacher: ____________________________  Coop Tchr Email: ____________________________

School District & School: ____________________________

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

<table>
<thead>
<tr>
<th>1. Unacceptable (Not Competent)</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>1. Speaks English and the language of instruction proficiently.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses standard English.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b. Pronounces words correctly and distinctly.</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>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>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>2. Writes English and the language of instruction proficiently.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Uses an appropriate vocabulary in the language of instruction</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>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>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>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>3. Demonstrates how knowledge of content is created and organized.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Displays extensive content knowledge.</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>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>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>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 accessing 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:
9. Manages learner behavior to enhance learning
   - Establishes and maintains appropriate standards of behavior.
   - Reinforces appropriate student behavior.
   - Maintains the dignity of students.
   - Monitors behavior in a subtle and preventative manner.

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 and media.
    - Integrates a variety of media and technology into instruction.
    - Utilizes technology and 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.

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 with a commitment to fairly meet the educational needs of all students.
    - Accepts and responds to students in a non-defensive manner.
    - Respects individual learning styles and believes that all children can learn.

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</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. Click on the Submit Online Assessment link. Locate the appropriate column for the person submitting this assessment – Cooperating Teacher or University Supervisor. Then click on the link that corresponds to this assessment to being the online submission process. The password to submit the assessment is: Assessment (Please be sure to start the word with a capital A). Once you have submitted the assessment online, it is not necessary to return this paperwork to the Teaching Performance Center.
PROFESSIONAL INTERNSHIP – MID/FINAL 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:\KEANDOCS\Assessments\Online Assessments\Final Meeting Form - Intern.doc

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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:

1. Unacceptable  
   (Not Competent) 
   Candidate demonstrates little or no competence.

2. Beginning  
   (Beginning Competence) 
   Candidate demonstrates competence with significant assistance and prompting.

3. Developing  
   (Developing Competence) 
   Candidate demonstrates developing competence with some assistance and prompting.

4. Capable  
   (Competent) 
   Candidate consistently demonstrates competence without any assistance or prompting.

5. Accomplished  
   (Highly Competent) 
   Candidate consistently demonstrates a high degree of competence functioning independently.

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

<table>
<thead>
<tr>
<th>KNOWLEDGE: The Professional Intern</th>
<th>RATINGS 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>RATINGS SCORE</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>
<tr>
<td>DISPOSITIONS: The Professional Intern</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>17. Responds appropriately to students’ prompts.</td>
<td></td>
</tr>
<tr>
<td>18. Communicates enthusiasm.</td>
<td></td>
</tr>
<tr>
<td>19. Exhibits professional demeanor in conduct and dress.</td>
<td></td>
</tr>
<tr>
<td>20. Provides students with constructive feedback on learning.</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

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

---

**Signature**

________________________

University Supervisor/Clinical Instructor

**Date:** ________________

---

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**

________________________

Professional Intern

**Date:** ________________

(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 I

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

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

Directions:

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

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

3. The video recording should encompass an entire lesson.

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

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

6. A lesson plan is to accompany the videotape

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

Introduction to Tape:

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

The purpose of the lesson I am prepared to teach is to:

__________________________________________________________

__________________________________________________________

__________________________________________________________
Instructional objective(s) for the lesson are:

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

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

Background for lesson: ________________________________
APPENDIX M

Professional Internship
Videotaping/Video Analysis

Questions and Answers about Videotaping of Professional Interns

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

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

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

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

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

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

Level of Field Experience: □ Introductory □ Preprofessional □ Professional Internship

Student Status: □ Undergraduate □ Post-Baccalaureate □ Graduate

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

Campus: □ Union □ Kean@OCC

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

A. Semester: □ Fall □ Spring Year: Date: July 27, 2012

Field Experience Student:

District & School:

Supervisor:

Cooperating Teacher:

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

B. Explanation of problem:

C. Plan of Action for Improvement

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

COMMENTS:

Student Signature Date Supervisor Date Cooperating Teacher Date

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

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

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

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

**Notification**

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

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

3. The university supervisor/clinical instructor, the cooperating teacher and the field experience student confer formally to identify clearly and explain fully the problem(s) as well as generate suggestions for its solution. This conference is to be dated, noted and recorded on a narrative report or appended to the narrative report. In most cases, this should take place within the first 4 to 5 weeks of the student’s placement.

4. The director of the Teaching Performance Center is to be informed of the problem at this time. The director will then notify the program coordinator.

5. If the problem(s) persists, a second formal conference with the student, the cooperating teacher and the university supervisor/clinical instructor is held. The **Special Case Report** is completed by the university supervisor/clinical instructor and signed by the student, the cooperating teacher and the university supervisor/clinical instructor. The original and one copy of the **Special Case Report** are sent immediately to the Teaching Performance Center. The remaining copies are distributed to the persons indicated. In most cases, this should take place by the end of the 6th week.

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

**Remediation**

1. Identify area(s) in need of improvement

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

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

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

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

J:\Internship Complete Handbook Fall 2012.2.docx

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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 __________________________ Email: __________________________
(Home Telephone for Supervisor Exchanged with Cooperating Teacher)
Name of Cooperating Teacher _______________________________________________________

Home Telephone __________________________ Name of Principal __________________________
Name of Supervisor/Department Chair _______________________________________________
Availability of Cooperating Teacher (Teacher’s Daily Schedule e.g., Prep Period/Duty Period) ______

CHECKLIST

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


_____ A Guide for Compiling a Teacher Work Sample Portfolio reviewed/highlighted with professional intern and cooperating teacher.

_____ Copies of basic school information provided by professional intern:

_________ School Bell Schedule

_________ Teacher Schedule

_________ District Calendar

_____ Name(s) of textbook(s) to be used by students in intern’s program/classes:

________________________________________________________________________

________________________________________________________________________

_____ Pupil textbook(s) loaned to professional intern.

_____ Teacher edition of pupil textbook(s) loaned to professional intern.

_____ Teacher Resource Guide for textbook(s) provided/available to professional intern.

_____ Common Core 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.
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
- Bullying/Cyber-bullying
- Student Discipline
- Student Attendance
- Graduation/Promotion
- Student Handbook
- Faculty Handbook
- District Curriculum; Common State 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 ________________
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 ○ Early Childhood ○ Elementary ○ Elem/Middle ○ Fine Arts ○ Music ○ PE/Health ○ Secondary ○ Teacher of Students w/Disabilities ○

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

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

**KNOWLEDGE**
The university supervisor/clinical instructor demonstrated knowledge of:

1. Subject matter incorporating national standards, NJ CCCS & NJ PTS* for supervising at this area or level.
   1. ① ② ③ ④

2. A variety of teaching methods & differentiated instructional strategies.
   2. ① ② ③ ④

3. Diverse student learning styles and appropriate assessment methods.
   3. ① ② ③ ④

4. Classroom management theories and their application.
   4. ① ② ③ ④

5. Current research on teaching and learning.
   5. ① ② ③ ④

6. Realistic expectations and outcomes for the professional intern.
   6. ① ② ③ ④

**SKILLS**
The university supervisor/clinical instructor:

7. Communicated his/her performance expectations to the professional intern & the cooperating teacher with regard to lesson planning, journal, portfolio, supervisory observation, conferences & evaluations.
   7. ① ② ③ ④

8. Evaluated intern’s performance based on the criteria of the Field Experience Competency Assessment.
   8. ① ② ③ ④

   9. ① ② ③ ④

10. Identified specific areas of strength and made appropriate recommendations for areas of improvement.
   10. ① ② ③ ④

11. Read and critiqued lesson plans, unit plans, journal & Teacher Work Sample/Portfolio
   11. ① ② ③ ④

**DISPOSITIONS/VALUES**
The university supervisor/clinical instructor:

18. Maintained a professional relationship with intern.
   18. ① ② ③ ④

19. Maintained a professional relationship with the cooperating teacher and school personnel.
   19. ① ② ③ ④

20. Supported the development of intern’s self-confidence.
   20. ① ② ③ ④

   21. ① ② ③ ④

22. Showed enthusiasm for teaching and the field of education.
   22. ① ② ③ ④

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

O:\KEANDOCS\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: ___________________________
Address: ________________________________________________________________
Phone: ___________________________

Name: ___________________________ Relationship: ___________________________
Address: ________________________________________________________________
Phone: ___________________________

Name: ___________________________ Relationship: ___________________________
Address: ________________________________________________________________
Phone: ___________________________

Student Signature: ___________________________ Date: _________________________

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

O:\KEANDOCS\MISCFORM\Emergency Form.doc

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Appendix R

Teaching Performance Center
Kean University
College of Education
110 Willis Hall/Union, NJ 07083
908-737-4185/Fax: 908-737-4115

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.

O:\KEANDOCS\MISCFORM\Policy Response Form.doc

Revised: 11/08
## Kean University Outstanding Professional Intern Awards
### Instructions and Checklist for Eligibility

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1. General</strong></td>
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<td></td>
<td><strong>Minimum GPA Requirement:</strong> Undergraduate Students: 3.5; Post-Bac &amp; Graduate Students: 3.75</td>
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<td></td>
<td>Must be received by December 1 (fall candidates) or April 1 (spring candidates).</td>
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<td>Must contain one complete application and two (2) copies.</td>
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<td></td>
<td>Application must be typed and collated in the order listed below (See #7).</td>
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<td><strong>2. Nomination Form</strong></td>
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<td>Must be typed. (Complete online)</td>
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<td>Semester and Year can ONLY be for the current academic year (fall and spring).</td>
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<td>Must be SIGNED and dated at the bottom.</td>
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<td><strong>3. Resume</strong></td>
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<td>Must be typed and have intern’s name at the top.</td>
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<td><strong>4. Three Letters of Recommendation</strong></td>
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<td>Must be typed, dated, and SIGNED.</td>
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<td>Two letters of recommendation submitted on Kean University official stationery.</td>
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<td></td>
<td>- One letter must be from an education faculty member.</td>
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<td>- One letter must be from the intern’s university supervisor/clinical instructor.</td>
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<td>- One letter of recommendation from the intern’s cooperating teacher on district/school letterhead.</td>
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<td></td>
<td>- Must relate knowledge and skills to content(s), pedagogy, P-12 learners, and communication and provide examples to support comments.</td>
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<td><strong>5. Student Personal Essay</strong></td>
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<td>Must be double spaced and typed using organization and grammar; correct punctuation and spelling.</td>
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<td></td>
<td>In 250-300 words, please respond to the following: My Vision for a 2025 Learning Setting (classroom) in which I am Teaching (content area(s)).</td>
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<td>Rubric for scoring the statement is found on the next page of Handbook III.</td>
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<td><strong>6. In recognition of successful completion of the professional internship, one outstanding intern will be selected from each of the following programs:</strong></td>
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<td>Bilingual: UG &amp; Post-Bac</td>
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<td>Early Childhood: UG, Post-Bac, &amp; GR</td>
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<td>Elementary K-5: UG, Post-Bac, &amp; GR</td>
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<td>Elementary/Middle K-5/5-8: UG &amp; GR</td>
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<td>Fine Arts: UG &amp; Post-Bac</td>
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<td>Music: UG &amp; Post-Bac</td>
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<td>Physical Education &amp; Health: UG &amp; Post-Bac</td>
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<td>Secondary Education (English, ESL, Mathematics, Sciences, Social Studies, Spanish, Theatre): UG, Post-Bac, GR</td>
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<td>Teacher of Students w/Disabilities: UG</td>
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<td><strong>7. The following items are to be included in a completed application packet:</strong></td>
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<td>A typed, completed and signed Nomination Form (2 pages) including</td>
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<td>- Intern’s typed biographical information to be included in program of awards ceremony (maximum 6 sentences)</td>
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<td></td>
<td>A typed copy of the intern’s resume</td>
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<td>Typed, signed and dated recommendations (3) from:</td>
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<td>- the intern’s university supervisor or clinical instructor on Kean letterhead;</td>
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<td>- an education course instructor on Kean letterhead; AND</td>
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<td>- the intern’s cooperating teacher on district/school letterhead</td>
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<td>Intern’s personal essay, typed.</td>
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<td><strong>8. Outstanding professional interns are chosen by an independent committee of educators including school district faculty and administrators, university faculty, and previous winners.</strong></td>
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<td><strong>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:</strong></td>
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<td>Teaching Performance Center</td>
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<td>110 Willis Hall</td>
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<td>Kean University</td>
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<td>Union, NJ 07083</td>
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O:\KEANDocs\Nominations for Outstanding Prof. Intern\Kean University Distinguished Professional Intern Awards Checklist 2.doc 7/11/12
<table>
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<tr>
<th>Performance Dimensions/Elements</th>
<th>Unacceptable</th>
<th>Beginning</th>
<th>Developing</th>
<th>Capable</th>
<th>Accomplished</th>
</tr>
</thead>
</table>
| **Organization**                | - Attempts organization.  
- May lack opening or closing sentences.  
- No transitions between ideas. | - Organization is minimal.  
- May lack opening or closing sentences.  
- Few, if any, transitions between ideas. | - Reasonably clear ideas but not concise.  
- Some parts seem repetitive or out of place.  
- Transitions evident. | - Organization is good and contributes to the effectiveness.  
- Single focus; sense of unity and coherence.  
- Logical progress of ideas. | - Organization is clear, focused on the main issues.  
- Thoughtful transitions clearly show idea connections. |
| **Content**                     | - Ideas are extremely limited or difficult to understand.  
- May drift or shift focus.  
- Content may be irrelevant.  
- No connection to content area/certification. | - Text may be repetitious or disconnected.  
- Little sense of which information is important.  
- Few, if any mention of content area/certification. | - Ideas loosely connected.  
- Labeled with some professional terms.  
- Limited connection made to content/area certification. | - Ideas are fine-tuned and contributed to the overall effectiveness.  
- Explanation with principal or theory given as a rationale.  
- Interconnection with content/area certification. | - Key concepts identified and addressed.  
- Relevant focus sustained throughout.  
- Connections made to other related topics. |
| **Word Choice/Vocabulary**      | - No use of professional language. | - Vocabulary may be used incorrectly or is vague or trite.  
- Limited word use. | - Inconsistent professional vocabulary used—some well, some not.  
- Vocabulary used is general; verb choice limited. | - Vocabulary demonstrates professional awareness.  
- Uses words to express meaning with style and tone. | - Vocabulary demonstrates insightful and professional language.  
- Correct and precise use of terminology. |
| **Language/Usage**              | - Incomplete sentences.  
- Many errors of spelling, punctuation, and grammar. | - Some errors of grammar, spelling, and punctuation. | - Generally uses correct spelling, grammar, and punctuation. | - Consistently uses correct spelling, capitalization, and punctuation. | - Error free. |
| **Reflective Thinking**         | - Explanation contains NO descriptive language.  
- No connection to certification content and/or pedagogy. | - Explanation written is simple, lay person description.  
- Few, if any, connections made to certification content and/or pedagogy. | - Explanation: Tradition or personal preference given as the rationale.  
- Limited connection made with certification content and/or pedagogy. | - Explanation with principle or theory and contextual consideration.  
- Selected connections made with certification content and/or pedagogy. | - Explanation with consideration of ethical, moral, and political issues.  
- Explicit connections made to certification content and pedagogy. |
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: ____________________________

Kean Email Address (most frequently used): __________________________________________

PART II: EDUCATION PROGRAM INFORMATION

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

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

Student’s Academic Major(s): ____________________________________________

Student’s Education Majors(s): ____________________________________________

Teaching Certification Area(s): ____________________________________________

Education Dept./Program: ____________________________ Degree Status: Undergrad ___ Post Bac ___ Grad ___

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

PART III: PLACEMENT/COOPERATING TEACHER INFORMATION

School/District in which internship was completed: ____________________________

Name of Cooperating Teacher: ____________________________________________

School Address: ____________________________________________ Phone Number: ____________________________

PART IV: UNIVERSITY SUPERVISOR/CLINICAL INSTRUCTOR ENDORSEMENT

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

University Supvr./Clinical Instructor Name ____________________________________________ Signature ____________________________ Date ____________________________

O:\KEAN\DOCS\Nominations for Outstanding Prof. Intern\Application for Outstanding Professional Intern.doc

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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: KEANDOC: Nominations for Outstanding Prof. Intern/Nominations for Outstanding Prof. Intern Application for Outstanding Professional Intern Page 2 doc 3/22/10
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: ________________________________
° Mr.  ° Ms.  Last Name ____________________________  First Name: ________________________________

Home Address: ________________________________

City, St, Zip: __________________________ Telephone: __________________________

Your Social Security #: __________________________ (SS# required for payment of honorarium)

Did you attach a signed W-9 Form?: O Yes  O No

(W-9 form is required for payment of honorarium – Download at www.irs.gov)

Name of Kean Student: __________________________

Your School District: __________________________

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…)

O :KEANDOCS/MISCFORM/Prof Dev Hour Request - Professional Intern 2011 Revision.doc  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?  ○ Yes  ○ No

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

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

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

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

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

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

18. Which professional development areas listed below would assist you in mentoring future university interns?
   ○ Conducting observations  ○ Conferencing and coaching
   ○ Giving written feedback  ○ Communicating (with supervisor & student)
   ○ Modeling exemplary teaching  ○ Assessing and evaluating
   ○ 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:
   ○ Demonstrating subject matter knowledge  ○ Developing accommodations for students w/special needs
   ○ Utilizing knowledge of human growth and development  ○ Communicating with peers, parents, and community
   ○ Adapting instruction for diverse learning  ○ Building collaborative partnerships
   ○ Planning & implementing instructional strategies  ○ Exhibiting professional behaviors and dispositions
   ○ Developing and using multiple assessments  ○ Creating a supportive and safe learning environment
   ○ 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)  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   b) Lesson plan feedback (verbal)  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   c) Lesson plan feedback (written)  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   d) Modeling instructional behaviors  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   e) Co-teaching with student  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   f) Provide opportunities for experimentation  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   g) Written Observation(s) by another teacher(s)  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never
   h) E-mail exchanges with field experience student  ○ Frequently  ○ Sometimes  ○ Rarely  ○ Never

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

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

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

Comments about your mentoring experience: ____________________________________________________________

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

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

KEAN UNIVERSITY
College of Education

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

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

^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:\tpc\keandocs\cooptchr\Professional Development Credits.xls

May-06

111
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<th>COUNTY</th>
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<td>24*</td>
<td>Dr. Patrick Piegarri</td>
<td>Middlesex County Office of Education</td>
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<td></td>
<td>Lisa Wittet, Secy.</td>
<td>Mays Landing, NJ 08330-1599</td>
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<td>76*</td>
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<td>One Bergen County Plaza</td>
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<td>Mrs. Carole K. Morris</td>
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<tr>
<td></td>
<td>201-336-685-fax # 201-336-6880</td>
<td>3rd Floor, Room 350</td>
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<td>Executive County Superintendent</td>
<td>PO Box 1264</td>
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<tr>
<td>Burlington</td>
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<tr>
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<td>PO Box 6000</td>
<td></td>
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<tr>
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<td>609-265-5060-fax # 609-265-5022</td>
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<td>60 Neptune Blvd., 2nd Fl., Neptune, NJ 07753</td>
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<td>Jefferson Hall, 3rd floor</td>
<td></td>
<td>Dr. Kathleen C. Serafinio</td>
<td>Morris County Office of Education</td>
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<tr>
<td></td>
<td>856-401-2400-fax # 856-401-2423</td>
<td>PO Box 2000, College Drive</td>
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<td></td>
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<td>20 Schuyler Place Morristown, NJ 07960</td>
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<td></td>
<td>609-665-1283-fax # 609-665-2094</td>
<td>Cape May Court House, NJ 08210</td>
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<td>Shelley Stoll, Secy.</td>
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<td></td>
<td>Leibnah Holmes, Secy.</td>
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<td>732-929-2078-fax #732-506-5336</td>
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<tr>
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<td>2 Academy Dr. Westampton, NJ 08060</td>
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<td>Dr. Richard Stepura</td>
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<td>19 Landis Avenue</td>
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<td>Dr. Bruce Greenfield</td>
<td>Passaic County Office of Education</td>
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<tr>
<td></td>
<td>856-451-0211-fax # 856-455-9523</td>
<td>Bridgeton, NJ 08302</td>
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<tr>
<td></td>
<td>Karen Montana, Secy.</td>
<td></td>
<td></td>
<td>973-560-2110-fax #973-754-0241</td>
<td>Morristown, NJ 07963-0900</td>
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<td>Essex</td>
<td>Dr. Lawrence S. Fernsod</td>
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<td>Mary Ellen Riga, Secy.</td>
<td>Passaic County Office of Education</td>
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<tr>
<td></td>
<td>973-621-2750-fax #973-621-1603</td>
<td>60 Nelson Place, 1st Floor South</td>
<td></td>
<td>501 River Street</td>
<td>30 Schuyler Place Morristown, NJ 07960</td>
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<tr>
<td></td>
<td>Enid Pipitone, Secy.</td>
<td>Newark, NJ 07102-1501</td>
<td></td>
<td>856-339-8611-fax #856-935-6290</td>
<td>Paterson, NJ 07524</td>
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<td>Dr. H. Mark Stanwood</td>
<td>Gloucester County Office of Education</td>
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<td>28*</td>
<td>Executive County Superintendent</td>
<td>Shady Lane Complex</td>
<td></td>
<td>Mr. Robert Bumpus</td>
<td>Salem County Office of Education</td>
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<tr>
<td></td>
<td>856-686-8370 fax # 856-423-5296</td>
<td>254 County House Road</td>
<td></td>
<td>Executive County Superintendent</td>
<td>164 Route 45</td>
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<tr>
<td></td>
<td>Jeannette Griffin, Secy.</td>
<td>Clarksboro, NJ 08020</td>
<td></td>
<td>856-566-6900-fax #856-722-6902</td>
<td>Salem, NJ 07407</td>
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<td>Dr. Tim Brennan</td>
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<td>13*</td>
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<td>Sean Furlong and Teresa Utter, Secy.</td>
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<td>30*</td>
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<td></td>
<td>908-788-1414-fax # 908-788-1457</td>
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<td>Sue Muroa, Secy.</td>
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<td>Mercer</td>
<td>Dr. Samuel Stewart</td>
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<td>609-588-5884-fax # 609-588-5878</td>
<td>Trenton, NJ 08690</td>
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<td>Donna Britschge, Secy.</td>
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</table>

Revised 3/5/2010
* = # of operating districts (does not include non-operating districts)
APPENDIX W

KEAN UNIVERSITY
COLLEGE OF EDUCATION
PRAXIS TEST INFORMATION

When

Take the Praxis II exam required for your license as soon as you feel you have gained enough content knowledge. It is no longer necessary to wait until you have attained senior status. Do not leave the test to the last minute. Students should pay particular attention to the testing schedule and approximate score report mailing dates so that a copy of the score report can be submitted to the Teaching Performance Center by the required deadlines: August 1 for Fall internships and November 1 for Spring Internships.

The College of Education requires that a professional internship student schedule, take and 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 paper 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 areas(s).

How

Praxis registration is obtainable online at http://www.ets.org/praxis/index.html.

Several tests are now offered in a computer format. See Praxis II on next page for all test codes.

Special Circumstances – Extra Time and Accommodations:

- If your first language is NOT English and you have participated in a formal remedial ESL program, you can apply for extra time. Please obtain the necessary form from the ETS website and submit it to the Dean’s Office.

- If you have a documented learning or physical disability and need special accommodations, you may apply for extra time and different accommodations.
Be Aware  Praxis II score reports are now only available online in pdf format; ETS will no longer mail a copy to your home. Scores are only available online for 45 days from the initial publishing date. It is important to download a copy to your computer AND print out several copies for your records. You can email the Teaching Performance Center at tpc@kean.edu and attach the pdf of your score report to meet the Praxis II requirement for your internship. Please note that copies of your Praxis scores are required for processing your records to the Department of Licensing. Therefore, the Office of Teacher Certification will need paper copies as well.

What else?  Available help:

- Review Session – Free for Kean University students
  - Elementary Ed 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.

EXTREMELY IMPORTANT

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 and the Office of Teacher Certification to meet the COE Praxis Submission Policy.
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<th>Seeking Certification in</th>
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<th>Current NJ Qualifying Score</th>
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<td>Bilingual/Elementary Education (K-5) Bilingual/Elementary-Middle (K-5, K-5/5-8) (dual certification)</td>
<td>Elementary Education Multiple Subjects: Reading &amp; Language Arts Mathematics Social Studies Science AND 5-8 Content Area Praxis II</td>
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<td>--- 165 164 155 159</td>
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<td>Biology: Content Knowledge (computer)</td>
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<td></td>
<td>General Science: Content Knowledge OR</td>
<td>0435</td>
<td>152</td>
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<td></td>
<td>General Science: Content Knowledge (computer)</td>
<td>5435</td>
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<tr>
<td>Chemistry (K-12 Subject Area) (both tests required)</td>
<td>Chemistry: Content Knowledge OR</td>
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<td>Chemistry: Content Knowledge (computer)</td>
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<tr>
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<td>General Science: Content Knowledge OR</td>
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<td>General Science: Content Knowledge (computer)</td>
<td>5435</td>
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<td>Social Studies: Content Knowledge (computer)</td>
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<td>Spanish: World Languages (Computer test only)</td>
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<tr>
<td>Speech Arts and Theatre (both tests required)</td>
<td>Speech Communication: Content Knowledge AND</td>
<td>0021</td>
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<td></td>
<td>Theatre</td>
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<tr>
<td>Teacher of Students w/Disabilities (TSD)</td>
<td>No test currently required for licensure.*</td>
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<tr>
<td>Speech Language Specialist</td>
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<td>0330</td>
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<tr>
<td></td>
<td>Speech Language Pathology (computerized)</td>
<td>5330</td>
<td>550</td>
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<tr>
<td>Theatre (K-12 Subject Area)</td>
<td>Theatre</td>
<td>0641</td>
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</table>

The College of Education requires that **ALL PROFESSIONAL INTERN STUDENTS MUST SUBMIT A PAPER COPY OF THEIR SCORE REPORT(S) indicating a passing score achieved on the Praxis II test(s) required for their area(s) of certification as defined above BEFORE they may perform the professional internship.** The paper copy of the ETS score report(s) must be submitted to the Teaching Performance Center in Willis 110 no later than **August 1st for Fall internships** and by **November 1st for Spring internships**. A student will be withdrawn from his/her placement and unable to participate in the professional internship if this submission requirement is not met. Questions and answers about this policy and the Praxis are available at www.ken.edu/~tpc. Registration and further information on Praxis II can be found at www.ets.org/praxis.

*Students seeking initial certification with the Teacher of Students w/Disabilities (TSD) 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-5 Elementary candidates are required to pass all four sections of the Elementary Education Multiple Subjects Praxis II Test #5031; TSD/K-12 Math candidates are required to pass the Mathematics: Content Knowledge Praxis II Test #0061 to perform the internship; TSD/P-3 candidates are required to pass the Early Childhood: Content Knowledge Test #0022 in order to student teach; candidates seeking K-5/5-8 with the TSD will be required to pass both the Elementary Education Multiple Subjects Praxis II Test #5031 (all four sections) AND the Middle School Subject Area Test for their content area.

**PLEASE NOTE THAT WHEN TAKING ANY PRAXIS II EXAM, YOU MUST HAVE YOUR SOCIAL SECURITY NUMBER AND LIST THE STATE OF NEW JERSEY AS A RECIPIENT OF THE TEST. WITHOUT THIS INFORMATION THE STATE WILL BE UNABLE TO ISSUE YOUR CERTIFICATION.**
APPENDIX X
KEAN UNIVERSITY
COLLEGE OF EDUCATION

HOW WILL I GET CERTIFIED TO TEACH?

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

2. Pass the Praxis 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 – Willis 109
   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 graduate or complete your approved program. This is different from the application for a degree. All fees must be paid to the Office of Student Accounting prior to submitting your application.

   Undergraduate & Post-Baccalaureate: Submit application to Ms. E. Faddy-Thomas – Willis 109
   Deadline:
   December Certification- December 1
   May/August Certification – March 31

   Graduate: Submit application to Ms. Kelly Terry – 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). The certificate will be sent directly to your home address.

For further information, please contact:

Undergraduate/Post-Baccalaureate Students: Teacher Certification Office
Willis Hall, Room 109
908-737-4130

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

July 25, 2012

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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.cooollessons.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://drwilliampmartin.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.cec.sped.org

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

J:\Internship Complete Handbook Fall 2012.2.docx

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American Educational Research Association (AERA)
330 Lexington Drive, Buffalo Grove, IL 60089-6933
www.aera.net

American Association of Colleges of Teacher Education (AACTE)
One Dupont Circle, Suite 610, Washington, DC 20036; (202) 293-2450
http://www.aacte.org

American Chemical Society
1155 16th St., NW, Washington, DC 20036; 1-800-333-9511
www.chemistry.org

Association for Childhood Educational International (ACEI)
11501 Georgia Avenue, Suite 315, Wheaton, MD 20902; (800) 423-3563
www.ACEI.org

Association for Educational Communications and Technology (AECM)
1025 Vermont Avenue, NW, Suite 8200, Washington, DC 20005
www.aect.org

Association for Supervision and Curriculum Development (ASCD)
1703 North Beauregard Street., Alexandria, VA 22311; (800) 933-ASCD
www.ascd.org

Association of Teacher Education (ATE)
1900 Association Drive, Reston, VA 22091; (703) 620-3110
http://www.ate1.org

International Reading Association (IRA)
800 Barksdale Road, PO Box 8139, Newark, DE; 19711
www.reading.org
www.ira.org

International Society for Technology in Education (ISTE)
480 Charnelton Street Eugene, OR 97401 (800-336-5191)
www.iste.org

National Association for Music Educators
1806 Robert Fulton Drive, Reston, VA 20191
www.name2.org.UK

National Council for the Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, NW, Washington, DC 20036 (202) 466-7496
www.ncate.org

National Education Association (NEA)
1201 Sixteenth Street, NW, Washington, DC 200036; (202) 822-7346
www.nea.org
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

EBOOKS

APPENDIX Z
Kean University – College of Education

Daily Lesson Plan Format

Topic: ___________________________ Time: _____________

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

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

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

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

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

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

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

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

Adopted 12.08.08
EMSE Department