

# **College of Education**

**William Paterson University • Wayne, New Jersey**

## **PRACTICUM HANDBOOK 2012-2013**

**The Office of Field Experiences  
William Paterson University  
Wayne, New Jersey 07470**

# The College of Education's Unit Theme:

## Preparing Inquiring Educators



# **WILLIAM PATERSON UNIVERSITY**

## **PRACTICUM HANDBOOK**

**Nancy Norris-Bauer - Director  
Office of Field Experiences  
1600 Valley Road  
Telephone: (973)720-/2108/2109/3529/3132  
e-mail: [norrisn@wpunj.edu](mailto:norrisn@wpunj.edu)  
<http://www.wpunj.edu/COE/Departments/experiences/default.htm>  
Fax: (973)720-3503**

**2012/2013**

# INTRODUCTION

**This handbook is dedicated to the hundreds of cooperating teachers and administrators in the schools of northern New Jersey who make the practicum field experience possible for prospective teachers from William Paterson University. Cooperating Teachers play an integral role in preparing students for careers in education. Because the process of creating effective teachers is complex, the impact of master teachers who guide students' first uncertain steps toward becoming professional educators is beyond measure.**

**We extend our appreciation to you for your efforts to help in shaping the next generation of teachers for America's schools.**

# PRACTICUM HANDBOOK

## CONTENTS

<b>Expectations for Practicum Students .....</b>	<b>1</b>
<b>The Practicum Student's Checklist.....</b>	<b>4</b>
<b>You and the Law.....</b>	<b>6</b>
<b>The Cooperating Teacher's Checklist.....</b>	<b>7</b>
<b>The University Supervisor's Checklist .....</b>	<b>8</b>
<b>Lesson Planning: Suggested Lesson Plan Formats for K-8, K-12 and SPED .....</b>	<b>9</b>
<b>Forms</b>	
<b>Observation Form .....</b>	<b>23</b>
<b>Cooperating Teacher's &amp; University Supervisor's Practicum Report.....</b>	<b>25</b>
<b>Student Evaluation of the Practicum Experience.....</b>	<b>30</b>
<b>Evaluation of Supervisor.....</b>	<b>32</b>
<b>Honorarium Form for Cooperating Teachers .....</b>	<b>33</b>
<b>Special Case in Field Experience: Preparing Inquiring Educators .....</b>	<b>35</b>
<b>Useful Numbers .....</b>	<b>37</b>

## Appendices

<b>A. NEA’s and CEC’s Code of Ethics of the Education Profession. ....</b>	<b>38</b>
<b>Code of Ethical Conduct and Statement of Commitment</b>	
<b>B. The New Jersey Teaching Standards .....</b>	<b>52</b>
<b>National Board for Professional Teaching Standards</b>	
<b>Interstate Teacher Assessment and Support Consortium Standards</b>	
<b>C. Legal Responsibilities .....</b>	<b>56</b>
<b>D. Reporting Child Abuse in New Jersey .....</b>	<b>59</b>
<b>E. William Paterson University’s Sexual Harassment Policies .....</b>	<b>62</b>
<b>F. Policies and Procedures .....</b>	<b>66</b>
<b>G. Practicum/Student Teaching Withdrawal Process .....</b>	<b>76</b>
<b>H. Expectations.....</b>	<b>78</b>
<b>I. A Guide for the Student Teaching Experience .....</b>	<b>80</b>
<b>List of Experiences for the Student Teacher</b>	
<b>J. Early Childhood Education – Field Experience .....</b>	<b>83</b>
<b>K. List of Professional Organizations .....</b>	<b>87</b>
<b>L. NJEA Student Membership Information .....</b>	<b>90</b>
<b>M. College of Education Clubs and Societies.....</b>	<b>92</b>
<b>N. Certification in New Jersey.....</b>	<b>94</b>
<b>O. Capitalize on your Field Experiences to land that first job .....</b>	<b>97</b>
<b>P. Criteria for Recommending a Cooperating Teacher.....</b>	<b>103</b>
<b>Q. Collaborative Field Experience Agreement Between William Paterson University     and the School District.....</b>	<b>105</b>
<b>R. What is Co-Teaching?.....</b>	<b>107</b>
<b>S. Supervisor Criteria and Job Description .....</b>	<b>109</b>

## **EXPECTATIONS FOR PRACTICUM STUDENTS**

**Practicum field experiences at William Paterson University provide a foundation for the senior teaching internship.**

### **What Practicum Students Should Know and Understand**

- Behavioral characteristics of children in various educational settings
- Individual differences among and between students coming from diverse backgrounds
- Family, social, and cultural contexts that affect student behaviors
- The importance of social interaction and student collaboration in the classroom
- Economic, political, technological, and socio-cultural issues influencing education today
- School and classroom routines and the schools' social and cultural climate
- How concepts, skills and values are taught through the curriculum
- The short and long-term planning process for various content areas (i.e., how objectives fit into the schools' curriculum objectives)
- The importance of using varied and effective instructional techniques that promote higher-level thinking skills
- Assessment procedures regarding student learning outcomes (formative, summative etc.)
- Legal and ethical responsibilities as a teacher
- The relationship between your grade level or content-area(s) and the school=s curricular goals/philosophy

#### **\* NOTE:**

1. Students must adhere to all University policies.
2. Students must have insurance as required by the University and complete the Office of Field Experience Emergency Information Form.
3. A Substitute license and current Mantoux are required to begin Practicum.
4. The State of New Jersey does not certify anyone with a criminal record.

## EXPECTATIONS FOR PRACTICUM STUDENTS (continued)

### What Practicum Students Should Do

- Observe, assist, plan and gradually implement lessons and units, where appropriate, using varied materials, technologies, and instructional formats.
- Assist with classroom routines (e.g., attendance, bulletin board designs, grading classwork and homework, and grade books).
- Assist with classroom instructions (e.g., one-to-one, small group, large group) to promote learning, social interaction, and student collaboration.
- Demonstrate professional teacher behavior, appropriate appearance, positive attitude, and commitment (e.g., respect for students, punctuality, appropriate relationship between student and teacher, willingness to accept and act on constructive feedback).
- Demonstrate positive and nurturing attitude working with children and young adults.
- Maintain and promote high expectations for self and students.
- Observe, reflect upon, and gradually implement appropriate techniques for classroom management.
- Use good judgment in handling classroom emergencies or problematic student interactions.
- Participate as a member of a team both within and external to the classroom (e.g., faculty meetings, Child Study Team meetings, professional development workshops, grade-level meetings, parent conferences).
- Assess student's progress on a short and long-term basis.
- Visit another teacher who is teaching the same or a similar area, if possible.

A university supervisor will visit at least twice during the semester to observe and talk with the student. (See specific program requirements within departments.) The supervisor will discuss the students' progress with the cooperating teacher. Both the university supervisor and the cooperating teacher must submit a final report (see pages 16 and 17) about the extent to which the student has fulfilled practicum expectations.

**The aforementioned information is a guide for the student, cooperating teacher, and university supervisor. The university supervisor may not necessarily observe all of these behaviors.**

## VARIATIONS ACCORDING TO PROGRAM

Practicum experiences differ according to the program in which students are enrolled. Admission to each practicum requires completion of a certain number of university credits which include specific prerequisite courses, acceptance into the program, and a specific grade point average.

Practicum is required in the following areas:

### ***Early Childhood Education (P-3)***

A one-day per week experience CIEC 2000.

One two-day per week experience, with two full weeks at the end of the semester CIEC 3000.

### ***Elementary Education (K-5)***

One two-day per week experience, with two full weeks at the end of the semester CIEE 3010

A one-day per week experience for one semester CIEE 5170

### ***Elementary Education (K-5) and Teacher of Students with Disabilities***

A one-day per week experience for SPC 3550 A

For Practicum B - One two-day per week experience, with two full weeks at the end of the semester CIEE 3010

A one-day per week experience for SPC 5750

### ***Subject Field (K-12)***

One two-day per week experience CISE 3520

A one-day per week experience for one semester CISE 5300

### ***Music (K-12)***

A one-day per week experience for each of two semesters MUSI 3290 and MUSI 4290

### ***Physical Education (K-12)***

A one-day per week experience for each of two semesters PETC 3970 and PETC 3980

Reminder: Students are expected to have at least one urban and one experience during their practicum and/or student teaching experience.

## **THE PRACTICUM STUDENT'S CHECKLIST**

As a practicum student, you are both a discoverer and a learner. You are discovering whether or not you like teaching, and you are learning some things about public schools you may not have realized before. Here is a checklist of suggestions to assist you during your practicum experience.

### **PRIOR TO PRACTICUM**

- \_\_\_ Read this entire booklet, including parts labeled for the cooperating teacher and the university supervisor.
- \_\_\_ Evaluate your personal appearance -- is it in accordance with the standards for teachers in the school and community? If you are not sure, dress conservatively.
- \_\_\_ Review what you know about child or adolescent psychology.
- \_\_\_ Get to know your university supervisor.
- \_\_\_ Locate the school assigned and determine commuting time.
- \_\_\_ Contact your school and teacher. Identify the time you are expected to arrive and the procedures to be followed on arrival.

### **THE FIRST DAY**

- \_\_\_ Arrive at the school early, reporting first to the school office. Tell the secretary who you are and ask for your assignment.
- \_\_\_ Introduce yourself to the cooperating teacher, giving him or her a copy of this Handbook.
- \_\_\_ Introduce yourself to the school principal and other staff members.
- \_\_\_ Observe the students in your assigned class and begin to learn their names.

## **DURING THE FIELD EXPERIENCE**

- \_\_\_\_\_ Prepare for teaching assignments with a written plan.
- \_\_\_\_\_ Attend regularly. (You are expected to be regular in attendance except when prevented by illness or other unavoidable circumstances. You are allowed one unavoidable absence).
- \_\_\_\_\_ Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the university supervisor.)
- \_\_\_\_\_ Notify both the cooperating teacher and the university supervisor of absences or delays in getting to school.
- \_\_\_\_\_ Dress and groom yourself in accordance with the standards of the school.
- \_\_\_\_\_ Arrive early and stay until the teacher's departing time.
- \_\_\_\_\_ Use tact and courtesy in dealing with teachers, administrators, secretaries, and custodians
- \_\_\_\_\_ Observe the cooperating teacher to learn new ideas.
- \_\_\_\_\_ Keep a Contextual Factors Journal. (Refer to page 24a of Practicum Handbook).
- \_\_\_\_\_ Carry out tasks assigned by the cooperating teacher.
- \_\_\_\_\_ Relate this experience to methods classes and vice versa.
- \_\_\_\_\_ If something goes wrong, ask the cooperating teacher and/or university supervisor for help or advice without delay.
- \_\_\_\_\_ If you tend to disagree with school policy or the teacher, obtain information before drawing conclusions.
- \_\_\_\_\_ Follow the cooperating school's calendar. However, practicum students will observe WPU's spring vacation and need not attend practicum that week.

## **EVALUATION**

- \_\_\_\_\_ Seek and accept constructive criticism and suggestions.
- \_\_\_\_\_ Reflect on your own behavior to improve your performance.
- \_\_\_\_\_ Ask the cooperating teacher for a detailed conference and evaluation at the end of the semester.
- \_\_\_\_\_ Complete the Student Evaluation of the Practicum Experience form at the end of the semester, and return it to the Office of Field Experiences.
- \_\_\_\_\_ Ask yourself, "Do I really want to become a teacher?"

## **AT THE CONCLUSION**

- \_\_\_\_\_ Return any materials/books that belong to the cooperating teacher or the school.
- \_\_\_\_\_ Ask your cooperating teacher if he/she can recommend you when you begin to develop your portfolio and resume.
- \_\_\_\_\_ Submit all required reports by the final seminar meeting.

## YOU AND THE LAW

1. **SCHOOL STRIKES** -- Since a school experiencing a teacher strike is not considered an optimum learning center for a field experience, contact your supervisor immediately to arrange to withdraw from the school during the period of the strike. Call the Office of Field Experiences at the university for an appropriate interim assignment.
2. **TUBERCULOSIS REGULATION** -- The State of New Jersey requires that all personnel working in a public school must be tested for tuberculosis. Make sure that you have provided the Office of Field Experiences with the appropriate documentation about the results of your Mantoux test.
3. **LIABILITY RULES** -- Two of these are of greatest concern:
  - 1) Report any accidents which may happen to you or to the pupils on school property to the school authorities.
  - 2) Don't drive public school pupils to or from school, or on field trips, in your car. You may not be properly insured.
4. By law, all public school districts must have in place various policies, regulations and procedures regarding legal concerns. It is incumbent upon the students to become aware of these issues and how you are to handle each. Included are such issues as:
  - Assaults
  - Beepers
  - Bias Incidents/Hate Crimes
  - Child abuse and Neglect
  - Sexual Abuse
  - Civil Liability
  - Confidentiality: Disclosure of Juvenile Records
  - Illegal Substances
  - Student Under the Influence
  - School Searches
  - Teachers as Victims
  - Trespassers/Stalkers
  - Weapons

## THE COOPERATING TEACHER'S CHECKLIST

The practicum field experience at William Paterson University is intended to be a learning situation for the university student based on involvement in a series of graduated tasks. It should begin with observation, continue to serve as a teacher's assistant, and conclude with some teaching.

### SUGGESTED ACTIVITIES FOR THE UNIVERSITY STUDENT

- \_\_\_\_\_ Assist with technology.
- \_\_\_\_\_ Give individual help to students.
- \_\_\_\_\_ Help with classroom chores.
- \_\_\_\_\_ Assist with field trips.
- \_\_\_\_\_ Help to set up displays, exhibits, bulletin boards.
- \_\_\_\_\_ Teach small groups.
- \_\_\_\_\_ Teach class lessons.
- \_\_\_\_\_ Volunteer to assist in any endeavor that will enhance your professional growth.

### EVALUATION

- \_\_\_\_\_ As with your own pupils, allow for different rates of development among practicum students. Don't assume that the university student has had all the educational methodology courses or that all students will show equal readiness. Some students have had experiences working with children before and others haven't.
- \_\_\_\_\_ Remember that with some practicum students you will need to build self-confidence. With others you will need to speak firmly and frankly when they show poor judgment.
- \_\_\_\_\_ Recognize that this may be the university student's first try at a responsible, professional and demanding job.
- \_\_\_\_\_ Keep the student informed regularly of his or her progress.
- \_\_\_\_\_ Talk at length and frankly with the university supervisor concerning strengths and weaknesses of the practicum student.
- \_\_\_\_\_ Contact the university supervisor or the Office of Field Experiences (720-3132) if there is a serious difficulty.
- \_\_\_\_\_ At the end of the student's experience, fill out the Cooperating Teacher's Practicum Report, review it with the student, and mail it to the Office of Field Experiences.

## THE UNIVERSITY SUPERVISOR'S CHECKLIST

The practicum field experience continues to grow in importance in teacher education programs in order to:

1. Give the student first-hand experience with children and youth, and with the operation of the public schools.
2. Enable the student, at the end of the practicum, to analyze self-behavior and the nature of teaching, in order to make a wise career decision.
3. Enable the university to advise students about continuing in the education preparation program, based on oral and written reports.

## THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

University Supervisors should:

- \_\_\_\_\_ Visit the school or center.
- \_\_\_\_\_ Observe students teaching at least two lessons.
- \_\_\_\_\_ Conduct post-observation conferences with the student (and cooperating teacher if possible).
- \_\_\_\_\_ Communicate regularly with the cooperating teacher (and principal, department head, or supervisor as needed).
- \_\_\_\_\_ Mentor practicum students, and read journals.
- \_\_\_\_\_ Make additional visits as necessary.
- \_\_\_\_\_ Conduct seminars, or act as a liaison with the seminar instructor, where applicable.

## EVALUATION AND REPORTING

- \_\_\_\_\_ Encourage the student to discuss any problems directly with the cooperating teacher. Give the student your home phone number and/or office number so that he or she may contact you when necessary. The emphasis should be placed on your potential helpfulness rather than your duty to give a grade.
- \_\_\_\_\_ Document strengths, weaknesses and concerns in writing, being very specific.
- \_\_\_\_\_ If a student is likely to fail the experience, has been absent more than once, or needs additional counseling, report this to the Office of Field Experiences immediately.
- \_\_\_\_\_ Submit your final report to the Office of Field Experiences within one week after the practicum ends. Read the cooperating teacher's report and/or talk in detail with the cooperating teacher first.
- \_\_\_\_\_ A complete, honest, and full report will assist the student and the university in decisions about the future. Your practicum report does not become a part of the student's permanent file. Its main purpose is to guide the student and alert the university about serious problems.

# **LESSON PLANNING**

**Elements of Lesson Planning:  
How Preservice Candidates Can Use the William Paterson University Lesson Plan  
Format**

Anthony J. Coletta, Ph..D.  
Professor of Education  
College of Education  
William Paterson University  
Wayne, New Jersey

Nancy Norris-Bauer  
Director, Office of Field Experiences  
College of Education  
William Paterson University  
Wayne, New Jersey

Out of more than 500 presentations at a recent national conferences for teacher educators, none addressed lesson planning. The focus was on teacher shortages, technology, assessment and accountability. However, the basic pedagogical elements have never been more important than now, when our profession is under scrutiny from politicians, parents and the public at large. Understanding by future teachers of what they are teaching, how they are going to teach it and how they're going to know their students learned it is the basic building block of our profession just as the scientific method is to science. We as teacher educators need to look at the lesson planning frameworks we are teaching our students in light of current research.

When preservice candidates begin their field experiences, they usually meet with their cooperating teachers to examine the overall curriculum to be taught. This curriculum is found in the district's grade level curriculum guides or textbooks and is typically arranged by teachers into units of instruction, scheduled for specific time periods during the year. Unit content is then divided into individual lessons containing specific objectives, learning experiences and assessment and evaluation strategies.

These individual lessons are arranged in one of two types of lesson plans: 1) longer or detailed descriptions of a lesson and 2) shorter planbook-style lesson descriptions. The purpose of this article is to discuss a framework for writing forty minute lesson plans, based on current research, and providing the necessary details to guide beginning teachers.

It is our belief that beginning teachers, like beginning physicians, need to learn about good practice by initially following detailed procedures and before adopting "short cuts." Who would want a surgeon to use a "short cut" to take out an appendix upon his or her first attempt? This procedure includes what the authors considers to be the key elements of planning, including instructional strategies that should be part of every preservice candidate's repertoire. Following is a description of these elements and strategies:

For a beginning teacher, it is wise to introduce one topic and one concept in one lesson. The idea is to avoid attempting to “cover” information and instead promote greater student understanding by going into more depth. As a result, preservice candidates “uncover” a concept and avoid superficial “coverage.” As Howard Gardner (1999) has stated, “Coverage is the enemy of comprehension.”

An **essential question (EQ)** is an important question that provides a focus for the students. The EQ is higher order and aims to capture student interest. Often, the EQ involves social action. Examples of essential questions which meet the above criteria are: “What is healthy eating?” “What lessons can we learn about Mozart’s life that can be applied to our lives?” “How can we become more accepting of the cultures different from our own?” “How do we know when to trust statistical claims?”

### 3. Write Objectives: Create Lower and Higher Order Goals Related to Student Tasks

An objective is a description of a student learning outcome (Price, 1999), and one objective should be written for selected elements within the lesson plan such as: Questions, Practice (Skills), and Create (Performance Tasks). Bloom’s Taxonomy (Bagley, 1995) is used to guide the writing of objectives to ensure that there are a variety of lower and higher order student learning experiences. Also, CPI’s should be integrated into the objectives. The example of the “Bill of Rights” given below is based on the social studies CPI: 6.1.4.A2: Explain how the Bill of Rights contributes to American Democracy.”

Objectives are written in the following style: “The students will be able to…” or “SWBAT.” The next word that follows is a verb that not only identifies the student behavior but the level of thinking that will occur. Using Bloom’s Taxonomy and the topic “The Bill of Rights” as an example, some of the objectives might be: The students will be able to…

- recall when the Bill of Rights was passed
- describe which rights are protected in the Bill of Rights and how that contributes to American Democracy (SS 6.1.4.A2).
- apply one of the Rights to their own lives
- analyze supreme court cases and describe what their decision would be
- predict what life might be like without the Bill of Rights
- construct a poster showing pictures and phrases representing three amendments
- judge which amendment is most important and why

Preservice candidates who write their objectives before writing the student learning experiences, should remember to go back to the objectives when creating the student tasks and check to see that they are **aligned**. Both the objectives and the learning activities can be modified as new and deeper ideas are developed.

events in a story. Similarly, the five steps involved in the scientific method can be written in the appropriate boxes. Finally, 3) **pictures, drawings and short video clips** (e.g., “Free Willy” when studying Whales or “Backdraft” for Fire Safety) are effective when representing knowledge in non-linguistic ways.

## 6. Teach: Convey Expert Knowledge to the Students

Preservice candidates can present information in either a “deductive” or an “inductive” manner. For example, when teaching about “air and air flow,” a “deductive” approach involves the explicit presentation of basic principles of air flow, such as the Bernoulli Theories, and encourages the students to make predictions.

An inductive approach to teaching “air flow,” however, would encourage the students to discover principles about air flow by first reading or conducting experiments, and then making predictions. Therefore, the preservice teacher directly conveys expert knowledge within a deductive approach, and when teaching inductively, “sets the stage” and allows students to self-discover. While both approaches are effective in producing learning, studies tend to conclude that deductive approaches produce higher test scores (Marzano, 2001). Yet inductive approaches tend to increase student motivation and learning and lead to more positive student dispositions.

Approximately 10 to 15 minutes of the lesson is spent conveying expert information to the students in an interactive fashion. One of the best ways of “deductively” conveying important knowledge is by reading selected parts of a good non-fiction, information book. Further, the preservice candidate can use the chalkboard, overhead transparency, or power point to convey three to five major points linked to the concept under study.

This latter technique, known as “interactive lecturing” or a “participatory lecturette,” (Feden, 1993) is a 10 to 15 minute short lecture, interspersed with questions and brief student discussions. The candidate intermittently asks low and higher order questions and asks students to turn to a “Think, Pair, Share” partner to discuss the question for a period of one or two minutes before asking for responses.

## 7. Ask Lower and Higher Order Questions

Lower and higher-order questions (McTighe 2006) should be asked by preservice teachers following the presentation of information. The questioning section of a 40 minute lesson can take about eight to ten minutes. Lower order questions check for student recall and descriptions of correct facts, dates, definitions and events. They call for predictable answers. Higher order questions, however, encourage students to think of all the possibilities. There is usually more than one correct answer. The answers are unpredictable. Students think more deeply, and therefore, better understand and remember content. True thinking is done when the answer is not known. Many examples of lower and higher order questions, using Bloom’s Taxonomy, can be found in the book, Suppose the Wolf Was an Octopus (Bagley, 1995). The six levels of Bloom’s

math. In a lesson dealing with either social studies or science content, the “practice” section allows for integration of language arts and math skills. Tasks are given to students to develop reading and writing skills, ranging from letter identification and vocabulary development, to identifying the main idea, writing to summarize and writing opinion pieces.

In math, calculations and word problems may be assigned from textbooks or worksheets. Students can be placed into **cooperative learning groups** (Silberman, 1996) and practice their knowledge of content through review and question/answers. Also, music and art activities can be included as practice tasks. In a forty minute lesson, the practice section takes ten to twelve minutes.

### **9. Create and Evaluation: Students Write a Performance Task Which is Evaluated Using a Rubric**

The **performance task** is part of authentic assessment, requiring students to use higher order thinking skills to perform, create, or solve a real-life problem. The quality of the performance task demonstrates how well the students understand the content taught and their ability to read, write, calculate, or be creative. More time will be needed beyond the forty minutes in order to complete this “real world,” integrated learning experience, which is related to one or more standard indicators. The task is part of a performance assessment model (Wiggins and McTighe, 2005 ) wherein students demonstrate the extent to which they can apply the knowledge and skills previously taught. The task is “real world” or authentic in that it includes knowledge and skills needed for success outside of schools. Therefore, students write books and letters, create posters, newsletters, want-ads and advertisements, just as people do in the “real world.”

Candidates need to use **rubrics**, or scoring guides to evaluate the quality of completed performance tasks. A rubric is a rating scale consisting of pre-established performance criteria (Parkay, 2011). Often the rubric is shown to students at the beginning of a lesson or unit of study. The criteria identify what the student’s work must include in order to receive a letter grade.

There are two types of rubrics. A “holistic rubric” allows teachers to score the student’s work as a whole, and the rubric is used by all teachers in a school for a specific purpose, such as scoring a “persuasive essay.” An “analytic rubric,” however, such as the one shown below, requires a teacher to score individual parts of the task. Analytic rubrics are created for specific performance tasks within lessons and units of study.

In the example below, sixth grade students, who were taught a lesson on “protecting forests,” are given a “real world” performance task. Note how the task is linked to a New Jersey core content curriculum standard indicator (CPI). The analytic rubric for evaluating the task follows, in a table format:

students to summarize the main points of study, or students can reach closure by completing a performance task and making an oral presentation to the class.

### **Accommodations and Modifications for Special Needs Students**

One of the most challenging areas for candidates is making accommodations and curricular modifications for children with special needs. Accommodations are changes in the environment, meant to help struggling students. Examples are: Sit closer to teacher, allow peer tutoring, assistive technology, and use of a tape recorder for repeating directions. Modifications are changes in the curriculum. Modifications are made for students with disabilities who may not be able to comprehend all the content that the instructor is teaching. Examples are: giving a test with fewer items, using graphic organizers, and providing tasks at higher, middle and lower levels of skill.

However, within the lesson plan format described herein, all the students receive instruction in the first four elements of the lesson, i.e., all receive the MOTIVATE, TEACH, IMAGE and ASK QUESTIONS elements. When the teacher plans the PRACTICE SKILLS and CREATE tasks, differentiated assignments are created for those children who might be frustrated with the task planned for the majority of the students (Mercer, 2001).

### **Conclusion**

These elements of lesson planning serve as a guide for preservice candidates to use good pedagogy in the classroom. Once they have an understanding of these elements and integrate them into their everyday practice, they will then be ready for planning “short cuts.” These elements make teaching more conscious and purposeful. Candidates will be able to articulate what they do and why they do it to colleagues, parents and the public. Cooperating Teachers and Supervisors will be better able to provide feedback on specific elements taught during formal observations. In a few short years, today’s preservice students will be teaching other novices how to develop these same planning and teaching skills.

### **References**

- Bagley, M. (1995). Suppose the wolf were an octopus. Unionville, NY: Trillium Press.
- Bagley, M. (1987). 200 Ways of using guided imagery in the classroom. Unionville, NY: Trillium Press.
- Berk, L. (1995). Scaffolding children’s learning: Vygotsky and early childhood education. Washington, D.C.: NAEYC.
- Coletta, A. (2003). The core standards curriculum alignment manual: A guide for pre-k to grade 4 teachers. Rochelle Park, N.J.: Corn Associates. (201-996-0720)

Office of Field Experiences  
A Suggested Lesson Planning Format for a Teacher Led Lesson

Name \_\_\_\_\_ School \_\_\_\_\_ Grade/Functional Level of Students \_\_\_\_\_

I. Subject Area(s): \_\_\_\_\_

II. Topic and Core Standard: \_\_\_\_\_ (e.g., Racism, Social Stud. 6.3 E1)

III. The Concept: \_\_\_\_\_ (e.g., Fairness )

IV. Essential Question: \_\_\_\_\_ (e.g. How can we prevent racism?)

V. Objectives/Student Learning Outcomes: (Write objectives based on IEP's)

A. **The students will be able to** recall...describe...write...compare...create...solve...judge

VI. Teacher Actions:

1. Planning

*Questions to ponder:* **“Why am I teaching this lesson?” What do students already know about this topic?**

*Materials/Resources:* **“What print materials, visual aids, technology, and other resources do I need?”**

2. Motivate (Group Anchor) (*Tap prior knowledge: use questions or KWL or Think/Pair/Share*)

3. Teach to the concept (*Convey expert knowledge or use an inquiry approach*)

4. Image the concept (*Use graphic organizer, or video clip, or manipulatives*)

5. Ask Low and High Level Questions (*Use “Wait Time” and Think, Pair, Share*)

(*Check for student understanding and label questions according to Bloom's Taxonomy*)

6 Practice (Guided Practice of Skills -10 min.) (*Students practice skills: reading, writing (summarize), and math*)

- Use “Tiered” tasks (Differentiated Tasks), or
- Use Assistive Technology (e.g., Alpha Smart Keyboard, Co-Writer), or
- Skill instruction in flexible, cooperative groups, or
- Learning center tasks
- Elicit questions from students

7. Create\*/Application (Complete an authentic assessment task; Choices based on Multiple Intelligences)

A. A drawing, with a written explanation- or dictation. (Spatial/Linguistic)

B. A construction (clay, Lego's, poster, a model) (Bodily-Kinesthetic)

C. Write a book about the topic/concept, with pictures (Linguistic/Spatial)

D. Write a letter for a purpose (letter to the editor; persuade a friend) (Linguistic)

E. Solve a real world problem (Problem Based Learning)

F. Write a research paper (Linguistic)

G. Create a Power Point presentation, web site or newsletter. (Bodily Kin/Spatial)

H. Compose a song to a familiar tune (Musical)

I. Interview, graph and summarize data (Interpersonal)

J. Write a new story based on two other sources (Linguistic)

K. Create an advertisement or a “want-ad” (Spatial/Linguistic)

\*Link your performance task to NJCCCS indicators

8. Presentations/Closure (next day: create “closure” with student presentations and discussions)

A. Students present results of their “Create” tasks above to the class.

9. Evaluation Differentiated Assessment: Create a “rubric” and evaluate performance task and ask students: **What was the major purpose of this lesson? What was the most important thing you learned from this lesson?**

10. Accommodations: Additional strategies for students working below grade level, ELL or with special needs.

11. Role of Auxiliary Personnel **What do you want support personnel in the room with you to do?**

12. Summary of Assessment Data

- State the total number of students who completed the assessment task.
- State the number and percentage of students who were “Proficient,” “Satisfactory” and “Needs Improvement.”

13. Family/Community How have you involved family/community in this lesson?

14. Reflection/Self Evaluation **How has this lesson improved my teaching practice? What impact did this lesson have on P-12 learners? How will student performance on this lesson influence tomorrow's lesson?**

Office of Field Experiences  
A Suggested Lesson Planning Format for an Inquiry Based Lesson

Name \_\_\_\_\_ School \_\_\_\_\_ Grade/Functional Level of Students \_\_\_\_\_

- I. Subject Area(s): \_\_\_\_\_  
II. Topic and Core Standard (CPI): \_\_\_\_\_ (e.g., Racism, Social Stud. 6.3 E1)  
III. The Concept (To be invented/explored): \_\_\_\_\_ (e.g.,

*Mixing 2 colors together creates a new color. Main idea of the exploration: Adding heat energy can change solids to liquids, or liquids to gases. Main idea of the elaboration stage: Removing heat energy can change liquids to solids, or gases to liquids.)*

- IV. Essential Question: \_\_\_\_\_ (e.g. How can matter change from a solid to a liquid, or from a liquid to a solid? What is a family?)  
V. Objectives/Student Learning Outcomes: (Include also objectives based on IEP's as appropriate)  
A. **The students will be able to** recall...describe...write...compare...create...solve...judge  
VI. Teacher Actions:

1. **Pre-Planning**

*Questions to ponder: "Why am I teaching this lesson?" What do students already know about this topic? Are there any safety or health issues I need to consider?*

*Materials/Resources: "What print materials, visual aids, technology, and other resources do I need? What community resources can be tapped? How can parents help? How can lesson extend to experience beyond the classroom"*

**Launch Teaching / Learning Cycle (5E's)**

2. **Engage:** (In this stage help students to make connections between past and present learning experiences and lay the foundation for activities ahead. Stimulate involvement in the activities ahead by asking a question, defining a problem, showing a surprising event, or acting out a problematic situation.)

3. **Explore:** (In this stage get students directly involved with phenomena and materials by working together in teams. Act as a facilitator by providing materials and guiding the students' focus. Allow the students' inquiry process to drive instruction).

4. **Explain:** (In this stage allow learners to put the previous abstract experiences into a communicable form. Students use language skills to sequence events into a logical format. Communication occurs among peers. Learners support each others' learning by articulating their observations, ideas, questions, and hypotheses. The teacher introduces labels after the students have had direct experiences.)

5. **Elaborate:** (In this stage help students to expand on the concept that was constructed through the exploration and explanation stages.)

6. **Evaluate:** (Evaluation and assessment can occur throughout all stages, but is emphasized in the final stage. Tools might include observation structured by checklist, interviews, project and problem-based learning products, lesson reflection, songs, oral presentation, laboratory report. Create a rubric for evaluating the performance. **Link your performance tasks to the NJCCCS indicators.**)

VII. Accommodations: Additional strategies for students working below grade level, ELL or with special needs.

VIII. Role of Auxiliary Personnel **What do you want support personnel in the room with you to do?**

IX. Summary of Assessment Data

- State the total number of students who completed the assessment task.
- State the number and percentage of students who were "Proficient," "Satisfactory" and "Needs Improvement."

X. Family/Community How have you involved family/community in this lesson?

XI. Reflection/Self Evaluation **How has this lesson improved my teaching practice? What impact did this lesson have on P-12 learners? How will student performance on this lesson influence tomorrow's lesson?**

**WILLIAM PATERSON UNIVERSITY**  
**Lesson Plan Format for Grades Pre-K to 3**

**Name:**

**School:**

**Grade:**

- I. **Theme/Focus Area** – What larger unit is this lesson a part of?
- II. **Subject Area** – What domain? (e.g. Language Arts, Math, World Language, etc.)
- III. **Topic & Core Standard or ECE Expectation** – Use CCCS for K-3 or ECEE for Pre-K
- IV. **The Concept(s)** (in one or two words): The main idea or skill
- V. **Essential Question:** What about the main idea is this lesson about? What will the child learn?
- VI. **Objectives** – What measurable objectives are you trying to accomplish? Use Bloom's Taxonomy
  - A. **Low Level**- Recall, Describe
  - B. **High Level**-Apply, Compare, Create, Judge
- VII. **Planning-**
  - A. Questions to ponder: "Why am I teaching this lesson?" "What do children already know about this topic?"
  - B. Materials/Resources: *What materials, visual aids, technology, and other resources do I need?*
  - C. Children's Literature: *What children's book(s) are used in this lesson?*
  - D. Teacher references/books/internet resources- *What resources are helpful for the teacher?*
- VIII. **Procedure** – Steps for the lesson
  - A. Beginning – *What will you do at the beginning?*
    1. Motivate Interest: *What will you do to introduce children to this lesson? How will you capture their interest? How will they visualize the concept?*
  - B. Middle – *What steps are in this lesson including child performance tasks, teacher facilitation and/or instruction?*
    1. Factual Knowledge (Information) – *How will the facts of this lesson be exposed?*
    2. Lower/Higher Order Questions: *What questions will the teacher ask to facilitate learning? (base on Bloom's taxonomy)*
    3. Visualization: *How will this lesson be made real/hands-on for children?*
  - C. End – *How will you bring closure to the lesson? What will children be doing?*
    1. Practice Skills/Learning Centers or
    2. Performance Task/Closure
- IX. **Assessment** – *How will you know and document what children have learned from this lesson? How will you know how children have grown? This may include rubrics, documentation panels, portfolio pieces you will collect, checklists, or any other appropriate authentic assessment measures.*
- X. **Summary of Assessment Data-** *State the number of children who completed the assessment task. State the number of students who demonstrated mastery, emerging skills, or need more time.*
- XI. **Attach artifacts or evidence of student learning.**
- XII. **Accommodations** – *Additional strategies for children who don't speak English as their first language or for those included with special needs.*
- XIII. **Role of Auxiliary Personnel-** *What do you want support personnel in the room to do?*
- XIV. **Integration & Follow-up in learning centers** – *How will this lesson be integrated into the day and followed up on in learning centers or the environment?*
- XV. **Family/Community Collaboration-** *How will you include families? Are there any community resources available?*
- XVI. **Reflection/Self Evaluation-***How has this lesson improved my teaching practice? What did I learn about teaching by preparing this lesson? What impact did/will this lesson have on P-3 learners? How will students experiences/performance on this lesson influence tomorrow's lesson?*

**William Paterson University**  
**Department of Kinesiology**  
**Teacher Certification Program**  
**Daily Lesson Plan Format**

Grade:		Unit's skill/concept:	Number of lesson in unit:	NJ Standard(s):
Objectives:	Task(s) Development	Cues/teaching Points	Organization	Equipment:
Time	Task(s) Development	Cues/teaching Points	Organization	Safety Precautions:
	<i>Describe in detail the different tasks to be performed by your students.</i>	<i>Short phrases to be repeated throughout the lesson</i>	<i>What is the students' formation during the lesson?</i>	<i>The # of equipment needed based on class size, tasks and facilities.</i>
				<i>What are the safety precautions to be noted during the entire lesson?</i>
				<i>Assessment Procedures</i>
				<i>What is/are the assessment(s) strategies to be applied for the task?</i>

**Multiple Sections Modifications:**  
*E.G. If you teach the same level (grade 3) more than once and use same lesson provide different activities- modifications that will meet student needs in each class.*

**Evaluation Criteria:** (14 points total)

---

**I. Objectives** (1 point per domain - 3 points total)

*Psychomotor*

1= All three critical parts written correctly.

Objective aligned with the domain.

0= One or more of the critical parts incorrectly written and/or missing.

Objective misaligned with the domain.

\_\_\_\_\_ *Cognitive (Same as above)*

\_\_\_\_\_ *Affective (Same as above)*

Total: \_\_\_\_\_

---

**II. Task Development**

2= Clear explanation of instructional activities

1= Sub-par explanation of instructional activities

0= Minimal or no listing of instructional information

Total \_\_\_\_\_

---

**III. Correct Format**

3= Provides all required elements necessary for a lesson plan-

2= Provides 70-90% of the required elements necessary for a lesson plan

1= Provides 60% of the required elements necessary for a lesson plan

Total \_\_\_\_\_

---

**IV. Teaching Cues**

2= Short phrases aligned with objectives

1= Short phrases somewhat aligned with objectives

0= Unclear or not provided

Total \_\_\_\_\_

---

**V. Standards and Safety Precautions**

2= Standards and safety included

1= Only the standards or safety included

0= Failed to include both standards and safety

*Total* \_\_\_\_\_

---

**VI. Professional Presentation**

2= No typos throughout the document

1= Few (two or three) typos throughout the document

0= Numerous typos (more than 3) throughout the document

*Total* \_\_\_\_\_

---

**Grand Total:** \_\_\_\_\_

**Overall Evaluation:**

**Target Level:** 12-14 / 14

**Acceptable Level:** 10-11 / 14

**Unacceptable Level:** Less than 10/14

## ABOUT OBJECTIVES & ASSESSMENT

- An objective is an intent.  
An objective describes the proposed change in the learner.  
An objective describes the behavior we want the learner to demonstrate.  
An objective is measurable and observable.
- The concept statement is a description of what the lesson is about.  
The objectives tell what the learning will be able to do after the lesson.
- A well-written objective conveys the instructional intent.
- Avoid words open to many interpretations: to know, to understand, to appreciate, to grasp, to enjoy, to believe.
- Use words open to fewer interpretations: to write, to say, to identify, to differentiate, to solve, to construct, to list, to compare, to contrast.
- A well-written objective specifies what you hope the learner will be able to do or perform after the lesson.
- An instructional objective describes an intended outcome rather than a description or summary of content.
- Assessment is your way of knowing which students achieved your objectives and in which ways.
- Authentic assessments are performance-based, realistic and instructionally appropriate. Assessing children should be based on a simple construct – We want to know where they were, where they are now and how far they have traveled.
- Assessment tells you how well you want/expect the child to demonstrate achievement of the objectives. What is minimally acceptable? What is mastery? Assessment describes the criterion for success.
- Assessment can take many forms: Rubrics, documentation panels, portfolio pieces, checklists, anecdotal notes, tape recordings, drawings/sketches, etc.
- If you are teaching skills/concepts that cannot be evaluated, then you are in the awkward position of being unable to demonstrate that you are teaching anything at all!

# FORMS

Semester \_\_\_\_\_  
 Fall  Undergrad  
 Spring  Post-Bac  
 Summer I  MAT  
 Summer II  Visiting  In-Service

**OBSERVATION FORM**

William Paterson University  
 College of Education/Office of Field Experiences  
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470  
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Practicum Student  
 Art 1  
 Art 2  
 P-3  
 P-3/K-5  
 K-5  
 K-5/5-8

K-5/SPED  
 K-12/SPED  
 English  
 Foreign Language  
 Math  
 Music  
 PE - 1  
 PE - 2  
 Science  
 School Nurse  
 Social Studies

Student's Name \_\_\_\_\_  
 School System/Agency \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_  
 Grade \_\_\_\_\_  
 Prof. Dev. School =  Yes  No  Co-op Teacher \_\_\_\_\_

**OBSERVATION NOTES:**

<p><b>STRENGTHS:</b></p>	<p><b>AREAS FOR IMPROVEMENT:</b></p>
<p><b>FOCUS FOR NEXT OBSERVATION: (note descriptor #)</b></p>	

TUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_  
 UNIVERSITY SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

**Descriptors of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated. Student**

**KNOWLEDGE (Planning, Pedagogy and Content)**

- Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
  - Differentiates instruction based on student needs
  - Organizes instruction to focus on student strengths
- Consistently demonstrates mastery of content knowledge
  - Plans instruction focused on major concepts
  - Demonstrate mastery of theory and principles within the discipline
  - Translates CC and NJCCC standards into developmentally appropriate content
  - Plans for mastery of CC and NJCCC standards and indicators
  - Sequences content to facilitate learning
- Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.
  - Uses a variety of research-based instructional strategies to promote critical and creative thinking. (e.g. Blooms Taxonomy)
  - Incorporates cooperative groups and/or other active learning strategies.
  - Plans for guided and independent skills practice to reinforce learning.
- Utilizes multiple methods of assessments (traditions, authentic, formative and summative) to evaluate student progress.
  - Aligns assessment tasks to lesson objectives.
  - Maintains accurate records of student progress and communicates results.
  - Designs rubric to evaluate student performance task.
  - Plans for students' self-assessments.
- Writes comprehensive and developmentally appropriate lesson/unit plans.
  - Writes clear objectives, linked to NJCCC and CC standards
  - Plans logical, sequenced instruction.
  - Selects appropriate teaching materials, including technologies.
  - Links major concepts to students' prior knowledge.

**UNDERSTANDING – (Dispositions)**

- Communicates high expectations for all students.
  - Nurtures students' desire to learn and achieve
  - Sets appropriate goals, based upon on-going assessment.
- Demonstrates respect for diversity and cultural differences.
  - Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
  - Engage all learners to ensure equal participation in all learning activities.
- Demonstrates an openness to learning new ideas and becoming a lifelong learner.
  - Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
  - Seeks to learn from students as well as teach them.
- Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
  - Maintains a reflective journal.
  - Understands the teaching-learning assessment connection.
  - Improves student learning outcomes through reflection.
  - Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
- Exemplifies high professional and ethical standards.
  - Understands laws related to learners' rights and teachers' responsibilities.
  - Models honesty, fairness and respect for individuals and for the laws of society.
  - Abides by the professional associations codes of ethics and the policies of the school.
  - Demonstrates reliability and punctuality
  - Dresses appropriately and is well-groomed.

**APPLICATION (Skills)**

- Demonstrates effective communication skills.
  - Uses standard English to model clear, logical oral and written communication.
  - Uses verbal and non-verbal communication effectively.
  - Writes legibly and spells accurately.
- Creates a physically and psychologically safe environment.
  - Complies with safety rules and regulations in the learning environment.
  - Demonstrates sensitivity to students' feelings.
  - Reinforces students' efforts and achievements.
  - Promotes development of good character and values.
- Manages the learning environment.
  - Organizes the learning environment and materials/equipment in an orderly manner.
  - Creates a stimulating and inviting environment.
  - Establishes routines, enforces rules and plans logical consequences.
  - Uses instructional time effectively.
  - Facilitates smooth transitions.
- Develops a sense of community in the learning environment.
  - Practices effective listening, conflict resolution and group-facilitation skills.
  - Establishes rapport with students.
  - Fosters an environment of respect, trust and cooperation among students.
- Poses questions related to problems and issues which require inquiry and critical thinking.
  - Relates content to real world issues by asking essential questions.
  - Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
  - Encourages student to question information and ideas to promote divergent thinking.
- Teaches for understanding.
  - Uses active student learning strategies across content areas.
  - Creates meaningful learning experiences by relating learning to real-world issues.
  - Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
  - Uses multi-cultural materials when appropriate.
- Works collaboratively with colleagues and families.
  - Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
  - Participates actively and responsibly in school-wide activities.
  - Collaborates with parents and school community members to support student learning.
  - Participates in activities as appropriate to build strong partnerships with parents and community members (i.e. involving families in school-related activities).
  - Assumes leadership roles as appropriate.
- Demonstrates resourcefulness.
  - Shows initiative in locating instructional resources beyond the school environment.
  - Uses community resources to enhance student learning.
- Demonstrates an interest in applying new technologies to teaching and learning.
  - Integrates technologies into lessons making global connections.
  - Utilizes technologies for research and professional development.

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

COOP. TEACHER/UNIVERSITY SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

*Practicum Observation- Page 2 of 2 – July 2012*

Undergrad  Art 1  K-5/SPED  PE - 1  
 Fall  Post-Bac  Art 2  K-12/SPED  PE - 2  
 Spring  MAT  P-3  English  Science  
 Summer I  Visiting  P-3/K-5  Foreign Language  School Nurse  
 Summer II  In-Service  K-5  Math  Social Studies  
  K-5/5-8  Music

**PRACTICUM FINAL REPORT**  
 William Paterson University  
 College of Education/Office of Field Experiences  
 1600 Valley Rd, Rm 3108, Wayne, NJ 07470  
 Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student's Name \_\_\_\_\_ School System/Agency \_\_\_\_\_  
 School \_\_\_\_\_ Grade \_\_\_\_\_  
 University Supervisor \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_

Final Score: \_\_\_\_\_  
 - Target (72-80)  
 - Acceptable (60-71)  
 - Not acceptable (59 or below) \*

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as: 4. Target \*1. Not acceptable  
 3. Acceptable \*2. Insufficient Progress  
 Directions: Darken the ovals completely – Do not X or check ✓.

**Knowledge**  
 Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences  
 Consistently demonstrates mastery of content knowledge.  
 Translates CCS and NJCCS into developmentally appropriate content.  
 Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.  
 Utilizes a variety of traditional and authentic assessments to evaluate student progress.  
 Writes comprehensive and developmentally appropriate lesson/unit plans.

**Understanding (Dispositions)**  
 Communicates high expectations for all students.  
 Demonstrates respect for diversity and cultural differences.  
 Demonstrates an openness to learning new ideas and becoming a lifelong learner.  
 Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"

**Application (Skills)**  
 1. Exemplifies high professional and ethical standards.  
 2. Demonstrates effective communication skills.  
 3. Creates a physically and psychologically safe environment.  
 4. Manages the learning environment.  
 5. Develops a sense of community in the learning environment  
 6. Poses questions related to problems and issues which require inquiry and critical thinking.  
 7. Teaches for understanding.  
 8. Works collaboratively with colleagues and families.  
 9. Demonstrates resourcefulness.  
 10. Demonstrates an interest in applying new technologies to teaching and learning.

	4	3	2	1	Comments
Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Consistently demonstrates mastery of content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Translates CCS and NJCCS into developmentally appropriate content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Utilizes a variety of traditional and authentic assessments to evaluate student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writes comprehensive and developmentally appropriate lesson/unit plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Communicates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates respect for diversity and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates an openness to learning new ideas and becoming a lifelong learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Exemplifies high professional and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates effective communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Creates a physically and psychologically safe environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Manages the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Develops a sense of community in the learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Poses questions related to problems and issues which require inquiry and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Teaches for understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Works collaboratively with colleagues and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates resourcefulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Demonstrates an interest in applying new technologies to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

**Descriptors of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated. Student**

**KNOWLEDGE (Planning, Pedagogy and Content)**

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
  - A.  Differentiates instruction based on student needs
  - B.  Organizes instruction to focus on student strengths
2. Consistently demonstrates mastery of content knowledge
  - A.  Plans instruction focused on major concepts.
  - B.  Demonstrates mastery of theory and principles within the discipline.
3. Translates CC and NJCCC standards into developmentally appropriate content
  - A.  Plans for mastery of CC and NJCCC standards and indicators.
  - B.  Sequences content to facilitate learning
4. Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.
  - A.  Uses a variety of research-based instructional strategies to promote critical and creative thinking. (e.g. Blooms Taxonomy) .
  - B.  Incorporates cooperative groups and/or other active learning strategies.
  - C.  Plans for guided and independent skills practice to reinforce learning.
5. Utilizes multiple methods of assessments (traditions, authentic, formative and summative) to evaluate student progress.
  - A.  Aligns assessment tasks to lesson objectives.
  - B.  Maintains accurate records of student progress and communicates results.
  - C.  Designs rubric to evaluate student performance task.
  - D.  Plans for students' self-assessments.
6. Writes comprehensive and developmentally appropriate lesson/unit plans.
  - A.  Writes clear objectives, linked to NJCCC and CC standards
  - B.  Plans logical, sequenced instruction.
  - C.  Selects appropriate teaching materials, including technologies.
  - D.  Links major concepts to students' prior knowledge.

**UNDERSTANDING – (Dispositions)**

7. Communicates high expectations for all students.
  - A.  Nurtures students' desire to learn and achieve
  - B.  Sets appropriate goals, based upon on-going assessment.
8. Demonstrates respect for diversity and cultural differences.
  - A.  Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
  - B.  Engage all learners to ensure equal participation in all learning activities.
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.
  - A.  Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
  - B.  Seeks to learn from students as well as teach them.
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
  - A.  Maintains a reflective journal.
  - B.  Understands the teaching-learning assessment connection.
  - C.  Improves student learning outcomes through reflection.
  - D.  Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
11. Exemplifies high professional and ethical standards.
  - A.  Understands laws related to learners' rights and teachers' responsibilities.
  - B.  Models honesty, fairness and respect for individuals and for the laws of society.
  - C.  Abides by the professional associations codes of ethics and the policies of the school.
  - D.  Demonstrates reliability and punctuality
  - E.  Dresses appropriately and is well-groomed.

**APPLICATION (Skills)**

12. Demonstrates effective communication skills.
  - A.  Uses standard English to model clear, logical oral and written communication,
  - B.  Uses verbal and non-verbal communication effectively.
  - C.  Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
  - A.  Complies with safety rules and regulations in the learning environment.
  - B.  Demonstrates sensitivity to students' feelings.
  - C.  Reinforces students' efforts and achievements.
  - D.  Promotes development of good character and values.
14. Manages the learning environment.
  - A.  Organizes the learning environment and materials/equipment in an orderly manner.
  - B.  Creates a stimulating and inviting environment.
  - C.  Establishes routines, enforces rules and plans logical consequences.
  - D.  Uses instructional time effectively.
  - E.  Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
  - A.  Practices effective listening, conflict resolution and group-facilitation skills.
  - B.  Establishes rapport with students.
  - C.  Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
  - A.  Relates content to real world issues by asking essential questions.
  - B.  Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
  - C.  Encourages student to question information and ideas to promote divergent thinking.
17. Teaches for understanding.
  - A.  Uses active student learning strategies across content areas.
  - B.  Creates meaningful learning experiences by relating learning to real-world issues.
  - C.  Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
  - D.  Works collaboratively with colleagues and families.
  - A.  Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
  - B.  Participates actively and responsibly in school-wide activities.
  - C.  Collaborates with parents and school community members to support student learning.
  - D.  Participates in activities as appropriate to build strong partnerships with parents and community members (i.e. involving families in school-related activities).
  - E.  Assumes leadership roles as appropriate.
19. Demonstrates resourcefulness.
  - A.  Shows initiative in locating instructional resources beyond the school environment.
  - B.  Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
  - A.  Integrates technologies into lessons making global connections.
  - B.  Utilizes technologies for research and professional development.

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

COOP. TEACHER/UNIVERSITY SUPERVISOR SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

- Practicum Page 2 of 2 - July 2012

WILLIAM PATERSON UNIVERSITY

COLLEGE OF EDUCATION

RUBRIC FOR PRACTICUM FINAL REPORT

DOMAINS	Target (meets expectations)	Acceptable (adequate)	Insufficient Progress (needs work)	Not acceptable
<b>KNOWLEDGE</b>				
1) <i>Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences</i>	Differentiates instruction effectively for all students	Differentiates instruction for most students	Differentiates instruction for some students, i.e. special education students	Fails to use data to differentiate instruction based on student needs
2) <i>Consistently demonstrates mastery of content knowledge</i>	Content knowledge is comprehensive and error free	Content knowledge is thorough with few errors	Content knowledge is evident but on a basic level with multiple errors	Minimal understanding of content
3) <i>Translates NJCCCS into developmentally appropriate content</i>	Comprehensive understanding of how to utilize state and national standards in planning for developmentally appropriate content	Thorough knowledge of state and national standards and developmentally appropriate content most of the time	Basic understanding of state and national standards but cannot translate into developmentally appropriate content	Limited understanding of state and national standards and developmentally appropriate content
4) <i>Incorporates appropriate pedagogical knowledge in planning lessons</i>	Uses a wide range of pedagogical knowledge and best practice strategies in planning lessons	Uses a range of pedagogical knowledge and best practice strategies in planning lessons	Basic understanding of pedagogical knowledge and best practice strategies in planning lessons	Limited understanding of pedagogical knowledge in planning lessons
5) <i>Utilizes a variety of traditional and authentic assessments to evaluate student progress</i>	Uses a wide variety of traditional and authentic assessments to evaluate student progress and promote student self-assessment	Uses a variety of traditional and authentic assessments to evaluate student progress	Uses a limited variety of traditional and authentic assessments to evaluate student progress	Fails to use a variety of traditional and authentic assessments to evaluate student progress
6) <i>Writes comprehensive and developmentally appropriate lesson/unit plans</i>	Writes comprehensive and developmentally appropriate lesson/unit plans	Writes clear and developmentally appropriate lesson/unit plans	Writes developmentally appropriate lesson/unit plans	Fails to write comprehensive and developmentally appropriate lesson/unit plans

<b>UNDERSTANDING</b>	Communicates high expectations for all students	Communicates high expectations for most students	Communicates high expectations for some students	Fails to communicate high expectations for all students
7) Communicates high expectations for all students	Communicates high expectations for all students	Communicates high expectations for most students	Communicates high expectations for some students	Fails to communicate high expectations for all students
8) Demonstrates respect for diversity and cultural differences	Demonstrates respect for diversity and cultural differences all of the time	Demonstrates respect for diversity and cultural differences most of the time	Demonstrates respect for diversity and cultural differences some of the time	Fails to demonstrate respect for diversity and cultural differences
9) Demonstrates an openness to learning new ideas and becoming a lifelong learner	Demonstrates an openness to learning new ideas and becoming a lifelong learner	Demonstrates an openness to learning new ideas most of the time	Demonstrates an openness to learning new ideas some of the time	Fails to demonstrate an openness to new ideas
10) Reflects upon teaching: What do I do? Why do I do it? How can I do it better?	Reflects upon teaching and modifies professional and personal behaviors to improve student learning	Reflects upon teaching most of the time	Reflects upon teaching some of the time	Fails to reflect upon teaching
11) Exemplifies high professional and ethical standards	Demonstrates high professional and ethical standards all of the time	Demonstrates high professional and ethical standards most of the time	Demonstrates high professional and ethical standards some of the time	Fails to demonstrate professional and ethical standards
<b>APPLICATION</b>				
12) Demonstrates effective communication skills	Demonstrates effective communication skills all of the time	Demonstrates effective communication skills most of the time	Demonstrates effective communication skills some of the time	Fails to demonstrate effective communication skills
13) Creates a physically and psychologically safe environment	Creates a physically and psychologically safe environment all of the time	Creates a physically and psychologically safe environment most of the time	Creates a physically and psychologically safe environment some of the time	Fails to create a physically and psychologically safe environment
14) Manages the learning environment	Effectively manages the learning environment all of the time	Manages the learning environment effectively most of the time	Manages the learning environment effectively some of the time	Fails to effectively manage the learning environment
15) Develops a sense of community in the learning environment	Established rapport with all students and established a sense of community in the learning environment	Establishes rapport with all students	Is able to establish some rapport with students	Has difficulty establishing rapport with students
16) Poses questions related to problems and issues which require inquiry and critical thinking	Poses authentic questions and scaffolds questions to stimulate critical thinking most of the time	Poses the full range of questions and scaffolds questions to stimulate critical thinking some of the time	Poses some high level questions but is not able to scaffold questions to stimulate critical thinking	Poses only low level questions which do not stimulate critical thinking
17) Teaches for understanding	Creates meaningful learning experiences utilizing a variety of teaching strategies	Teaches for understanding most of the time	Teaches for understanding some of the time	Fails to teach for understanding

18) <i>Works collaboratively with colleagues and families</i>	Works collaboratively with colleagues and families establishing appropriate lines of communication and building strong partnerships all of the time	Works collaboratively with colleagues and families most of the time	Works collaboratively with colleagues and families some of the time	Fails to work collaboratively with colleagues and families
19) <i>Demonstrates resourcefulness</i>	Demonstrates initiative in locating resources within the school and community to enhance student learning all of the time	Demonstrates initiative in locating resources within the school and community most of the time	Limited evidence of resourcefulness	No evidence of resourcefulness
20) <i>Demonstrates an interest in applying new technologies to teaching and learning</i>	Seeks out and utilizes new technologies for teaching and learning all of the time integrating technology in lessons	Seeks out and utilizes new technologies for teaching and learning most of the time	Seeks out and utilizes new technologies for teaching and learning some of the time	Fails to seek out and utilize new technologies for enhance teaching and learning

**OFFICE OF FIELD EXPERIENCES  
WILLIAM PATERSON UNIVERSITY  
WAYNE, NEW JERSEY 07470**

**STUDENT EVALUATION OF THE PRACTICUM EXPERIENCE**

- |                                 |                                  |                               |   |                                      |
|---------------------------------|----------------------------------|-------------------------------|---|--------------------------------------|
| Semester                        | <input type="radio"/> Undergrad  | <input type="radio"/> Art     | <input type="radio"/> K-5/SPED                    | <input type="radio"/> Phys. Ed.      |
| <input type="radio"/> Fall      | <input type="radio"/> Post-Bac   | <input type="radio"/> P-3     | <input type="radio"/> English                     | <input type="radio"/> Science        |
| <input type="radio"/> Spring    | <input type="radio"/> MAT        | <input type="radio"/> P-3/K-5 | <input checked="" type="radio"/> Foreign Language | <input type="radio"/> School Nurse   |
| <input type="radio"/> Summer I  | <input type="radio"/> Visiting   | <input type="radio"/> K-5     | <input type="radio"/> Math                        | <input type="radio"/> Social Studies |
| <input type="radio"/> Summer II | <input type="radio"/> In-Service | <input type="radio"/> K-5/5-8 | <input type="radio"/> Music                       |                                      |
- Prof. Dev. School =  Yes  No

Student's Name \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_  
 Supervisor \_\_\_\_\_

Grade Level/Subject \_\_\_\_\_  
 School \_\_\_\_\_  
 District \_\_\_\_\_

**Directions: Darken the ovals completely - Do not X or check ✓.**

1. (a) Number of days spent in practicum: \_\_\_\_\_ (b) Number of days absent: \_\_\_\_\_

2. As part of this field experience, the practicum student engaged in the following activities:  
 (Please fill in only those that apply)

**KNOWLEDGE**

- Planned complete lessons
- Encouraged cooperative learning and social interaction
- Corrected tests/homework

**UNDERSTANDING**

- Checked attendance
- Conducted opening exercises
- Tutored individual students
- Helped in emergencies
- Attended department meetings and/or Child Study Team Meetings.
- Engaged in extracurricular student activities at the school.

**APPLICATION**

- Taught small group using lesson plans
- Taught large group using lesson plans
- Used a variety of classroom management techniques
- Planned/constructed bulletin boards
- Used an array of audiovisual and/or specialized materials/equipment
- Incorporated technology into lessons
- Observed/participated in parent conferences
- Observed other teacher(s)
- Other (Please be specific)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Return Original Pink Form to the Office of Field Experiences. Please Xerox copy for your records



WPUNJ  
 PDS School  
 Yes  
 No

**OFFICE OF FIELD EXPERIENCES**  
**William Paterson University**  
**Evaluation of Supervisor**

**Evaluator:**  
 Co-operating Teacher  
 Student Teacher  
 Practicum Student

- |                                 |                                  |                               |  |                                      |
|---------------------------------|----------------------------------|-------------------------------|--|--------------------------------------|
| Semester _____                  | <input type="radio"/> Undergrad  | <input type="radio"/> Art 1   | <input type="radio"/> K-5/SPED         | <input type="radio"/> PE - 1         |
| <input type="radio"/> Fall      | <input type="radio"/> Post-Bac   | <input type="radio"/> Art 2   | <input type="radio"/> K-12/SPED        | <input type="radio"/> PE - 2         |
| <input type="radio"/> Spring    | <input type="radio"/> MAT        | <input type="radio"/> P-3     | <input type="radio"/> English          | <input type="radio"/> Science        |
| <input type="radio"/> Summer I  | <input type="radio"/> Visiting   | <input type="radio"/> P-3/K-5 | <input type="radio"/> Foreign Language | <input type="radio"/> School Nurse   |
| <input type="radio"/> Summer II | <input type="radio"/> In-Service | <input type="radio"/> K-5     | <input type="radio"/> Math             | <input type="radio"/> Social Studies |
|                                 |                                  | <input type="radio"/> K-5/5-8 | <input type="radio"/> Music            |                                      |

*Please complete the following assessment of your field experience supervisor this past semester.*

**Name (optional):** \_\_\_\_\_

**Supervisor's name:** \_\_\_\_\_

**Directions:** Darken the ovals completely – Do not X or check ✓ the circle.

	6	5	4	3	2	1
	High			Low		
1. The supervisor had the necessary background to supervise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The supervisor established rapport easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The supervisor observed a variety of classes/educational experiences environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The supervisor provided appropriate feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The supervisor conducted a post observation conference, to offer feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The supervisor provided helpful suggestions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The supervisor was available when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The supervisor reviewed lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The supervisor observed the required number of lessons. (2 for practicum & 8 for student teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Use the space below for comments:*

OFFICE OF FIELD EXPERIENCES  
WILLIAM PATERSON UNIVERSITY, WAYNE, NJ 07470 973-720-2108

**Request Form for Professional Development Hours for Mentoring a Practicum Student**

To receive a certificate for New Jersey Professional Development Hours, please complete the information below and mail to the Office of Field Experiences, or return it to the student's university supervisor by **October 1** for the Fall semester, **February 1**, for the Spring semester. Requests received after June 30 (end of the current academic year) **will not** be honored. Please note – your Final Report **must** be returned at the end of the Practicum semester in order to receive your certificate.

Mr. Ms. \_\_\_\_\_ School E-mail: \_\_\_\_\_  
*Last Name First Name*

Home Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
*Number and Street City State Zip Code*

Student \_\_\_\_\_ Practicum Dates From: \_\_\_\_\_ To: \_\_\_\_\_  
*Last Name First Name*

District: \_\_\_\_\_ School: \_\_\_\_\_ Name of Supervisor: \_\_\_\_\_  
*Last Name First Name*

Is this a Professional Development School (PDS) with WPU?  Yes  No

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

If yes, please indicate teacher(s) name(s): \_\_\_\_\_ (Additional teachers must also submit form)

**Directions: Darken the ovals completely – Do not X or check ✓ .**

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

2. Certifications (fill in as many as apply):

- P-3  
 K-5  
 5-8  
 K-12 Subject Area  
 Teacher of Students with Disabilities  
 ESL  
 Other

3. Are you a WPUNJ graduate?  Yes  
 No

If no, where did you receive your teacher training:  
\_\_\_\_\_

4. Degree (fill in highest attained):

- Bachelors  
 Masters  
 Doctorate

Decade Obtained:  1970  
 1980  
 1990  
 2000  
 2010

Please fill in:  Post Baccalaureate  
 Alternate Route

5. Ethnicity (fill in one):

- Asian  
 Black  
 Hispanic  
 Native American  
 White

6. Have you mentored/supervised students?

- Yes  
 No

7. If you answered yes to #6, How many?

- 1-2  9-10  
 3-5  11+  
 6-8

8. Were you (fill in one):  **Recommended** or did you  
 **Volunteer** to have this student.

9. What do you see as the benefits of being a cooperating teacher? Please fill in all that apply

- Acquisition of knowledge and skills  
 Connection to the University  
 Cooperating teacher workshop  
 Lower teacher/student ratio  
 Honorarium payment  
 Improvement in P-12 learning  
 Less isolation as a co-teacher  
 Meeting PDP requirements  
 Passing along professional knowledge/skills  
 Recognition within your school community  
 Self Reflection on teaching practices

10. Does your union contract include provisions related to mentoring?

- Yes  
 No

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  
 Alternate 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, indicate where you received preparation:  
 School district workshop  
 College 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 for mentoring preparation?  
 In Person  
 On-line  
 Hybrid (both)
18. Which professional development areas listed below would assist you in mentoring future college interns?  
 Conducting observations  
 Giving written feedback  
 Modeling exemplary teaching  
 Remediating low-performing interns  
 Conferencing and coaching  
 Communicating (with supervisor and student)  
 Assessing and evaluating  
 Other \_\_\_\_\_
19. Of the professional behaviors/judgments listed below, select three that you believe to be essential for teachers  
 Demonstrates subject matter knowledge  
 Utilizing knowledge of human growth and development  
 Adapting instruction for diverse learners  
 Planning instructional strategies  
 Developing and uses multiple assessments  
 Creating a supportive and safe learning environment  
 Developing accommodations for students with special needs  
 Communicating with peers, parents and community  
 Building collaborative partnerships  
 Engaging in professional development  
 Exhibiting professional behavior and dispositions

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

	<u>Frequently</u>	<u>Sometimes</u>	<u>Rarely</u>	<u>Never</u>
a) General verbal feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) Verbal lesson plan feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) Written lesson plan feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) Modeling behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e) Co-teaching with student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Provide opportunities for experimentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Written Observations(s) feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Email exchanges w/field experience student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i) Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Do you see yourself as a teacher educator?

- Yes  
 No

23. If yes to #22, by whom?

- Students  
 Supervisors  
 Both

22. Do you believe cooperating teachers should be assessed?

- Yes  
 No

Comments about your mentoring experience: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Thank you for your input. The information you have provided will enable William Paterson University's Department of Education 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 in the enclosed self-addressed envelope provided for your convenience.

William Paterson University  
Office of Field Experiences  
300 Pompton Road, Wayne, NJ 07470-2103  
973-720-3132/2108/2109 - Fax: 973-720-3503 - [www.wpunj.edu](http://www.wpunj.edu)

### **Special Case in Field Experience: Preparing Inquiring Educators**

This report may be filed in a variety of circumstances but must be filed if the mid-term score for a practicum/student teacher is less than 60 mid-semester.

Concerns for or by a field experience student may be instructional or non-instructional. Instructional concerns may include lack of content knowledge or insufficient classroom skills. Non-instructional concerns may include lack of professionalism, lack of motivation, health problems, economic problems, communication difficulties, interpersonal relations, or other attitudinal issues or values.

#### Notification:

As early in semester as possible:

1. Student, cooperating teacher and supervisor confer to discuss area(s) of concern. Conference needs to be documented in writing.
2. Provide and evaluate progress within two (2) weeks of conference. If adequate improvement is indiscernible, a written declaration is filed with the Office of Field Experience and copies distributed to student, cooperating teacher, department advisor, supervisor, and field site principal/administrator.

#### 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 and file Special Case Form with Office of Field Experience.

#### Alternatives:

- \* If remediation goals are not met, appropriate action will be taken



## USEFUL TELEPHONE NUMBERS

### COLLEGE OF EDUCATION

Dean's Office .....	720-2138
Certification .....	720-2139
Applications, Praxis and Graduate Information .....	720-3685
Undergraduate Admissions .....	720-2139
Office of Field Experiences .....	720-2108/2109/3132/3529
Director .....	720-2109/3529
Assistant Director.....	720-3978
Honorariums, Professional Development hours and Travel Reimbursements .....	720-2108
Placements .....	720-3132
Mantoux and Substitute License .....	720-2109
Elementary/Early Childhood .....	720-2331/2310
Exercise and Movement Science .....	720-2362
Middle Level/Secondary .....	720-2120
Music.....	720-2315
Special Education & Counseling.....	720-3010

### OTHER

Career Services.....	720-2281
Office of Graduate Studies .....	720-2237
Registrar's Office.....	720-2305
Writing Center.....	720-2633
Speech and Hearing Clinic.....	720-2207
Counseling, Health and Wellness Center.....	720-2257