THE STUDENT TEACHER
RESPONSIBILITIES OF THE STUDENT TEACHER
Your student teaching experience is the capstone event of your pre-service education. It offers you a unique opportunity to be carefully supervised as you become a teacher. Use every opportunity to develop into an inquiring educator and role model for students as you work closely under the supervision of your cooperating teacher and your university supervisor.

Use this handbook as a guide for assuming your own responsibilities and for understanding the responsibilities of those involved in helping to make your student teaching semester successful.

Student Teaching
Once full semester
Five days per week – student teachers must be present and participate in student teaching the entire school day. It is also expected that student teachers arrive before students a leave the school once preparations are completed for the following day.
Follow the site school’s break calendar, not William Paterson’s spring break.

You will need to keep a weekly contextual factors journal (Appendix T) of your experiences in your assigned school. It should contain, for example:
- contextual observations
- reflections of experiences
- questions that arise
- self-evaluation of your teaching
- interactions with students and parents

Remember at all times that you are a guest of your cooperating school. It is important to adjust to the philosophy and practices of your classroom situation. If conflicts arise, please contact your university supervisor for advice.

RELATIONSHIPS WITH THE COOPERATING SCHOOL
1. Make arrangements to visit your assigned school prior to the first day of student teaching (if possible) to talk with your cooperating teacher, pick up materials for planning, find out which units will be taught. Exchange telephone numbers with the cooperating teacher. On your first day give your cooperating teacher a copy of this Student Teaching Handbook.

2. When starting the first day, be sure to report to the principal's office of the school to which you are assigned and introduce yourself to the secretary. Get directions for your supervisor. Bring a copy of your Mantoux and Substitute License and the Emergency Form with the school secretary.

3. During this field experience, student teachers follow the school district calendar rather than the university calendar.

4. If it is necessary to be absent because of illness or other emergency, call the cooperating school early in the morning to report the absence, or call the teacher the night before. Also notify your university supervisor so that he or she does not try to visit you when you are
absent. If your absence extends beyond three (3) days, contact the Office of Field Experiences immediately.

5. Find out the policies, regulations, and procedures of the cooperating school and the school system as well as the classroom to which you are assigned.

6. Dress professionally, and make sure that you are well-groomed in your role as an associate teacher in the classroom.

7. Assume all tasks and duties normally assigned to the cooperating teacher. These include correcting papers, duplicating, planning, writing reports, and attending faculty meetings and in-service programs. Your daily hours are those of the teacher and include faculty meetings and in-service days.

8. Know that your cooperating teacher, someone who is fully certified and has at least three years of experience as a teacher, will submit three (3) reports about your work: an Interim Report approximately midway through the student teaching period, and a Final Report and narrative Final Report as of the last day of your student teaching period.

9. Student teachers who have a “split” placement must pass each of the two placements in order to receive a passing grade for student teaching and must pass the first portion of their student teaching before moving to the second half of student teaching.

Emergency Contact: Office of Field Experiences: Phone: (973) 720-3978/3132

RELATIONSHIPS WITH THE UNIVERSITY SUPERVISOR

Your university supervisor is scheduled to make a supervisory visit as soon as possible. The purpose of the first visit is introductory -- to see if you and the cooperating teacher are comfortable together and make plans for your sixteen week experience. Your “Expectations for Student Teachers and Practicum Students” should be reviewed and signed at this time.

1. You have a responsibility to keep your university supervisor informed concerning the following:
   * Absences -- call him or her early in the morning, or the night before
   * Your daily schedule, including changes
   * Your school’s calendar and changes which occur
   * Any problems which may develop

You have a responsibility to communicate with your university supervisor in a timely and professional manner. Call your supervisor in advance to give him/her your school and home address, phone number, e-mail, and directions to the school. If your contact information is incorrect on the OFE data sheet, please contact the Registrar’s Office.

2. Your university supervisor is your counselor during this period. Obtain his/her university office or home telephone number and call or e-mail him/her when you need to discuss a problem. Supervisors are required to observe you every other week, for a minimum of eight
(8) times. Following each observation you should receive both verbal and written feedback.

3. Your university supervisor must be certified in the areas in which she/he supervises. University supervisors will complete an Interim Report, Final Report and a narrative Final Report. The Interim Report does not become part of your permanent record. The narrative Final Report, in which the supervisor considers the Cooperating Teacher's Report and his/her own evaluation, becomes an important document that is used by the Office of Education Enrollment and Certification for certification eligibility. The university supervisor assigns a student teaching grade of **Pass**, **Fail**, or **Incomplete**.
TEACHER RESIDENTS
RESPONSIBILITIES OF THE TEACHER RESIDENT

Teacher residents complete hybrid modules that satisfy NJ licensure requirements for a teaching certificate in K-12 Math or Science content area. Coursework begins in June and continue, along with a full-time student teaching residency, in September, concluding in August of the following year. Full-time residency begins in September and continues through the end of the school year in June.

Coursework (including fieldwork) – 15 months
  June - August (of the following year)

Residency – 10 months
  One school year (September-June)
  Monday-Thursday – Residents must intern at school during normal school hours.
  Fridays – Residents are not required to report to school, but are responsible for any coursework, seminars and professional development stipulated by the MAT program.

Completed residency will require all of the following:
  Successful completion of 10-month residency.
  Demonstrate competency in the skills, knowledge and dispositions required for teachers (as documented through observations and evaluations).
  Successful final evaluation, culminating in the University’s recommendation for teacher certification (Certificate of Eligibility with Advanced Standing).
  Adherence to attendance policy.

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  - contextual observations
  - reflections of experiences
  - questions that arise
  - self-evaluation of your teaching
  - interactions with students and parents

Remember at all times that you are a guest of your cooperating school. It is important to adjust to the philosophy and practices of your classroom situation. If conflicts arise, please contact your university supervisor for advice.

RELATIONSHIPS WITH THE COOPERATING SCHOOL

1. Make arrangements to visit your assigned school prior to the first day of residency (if possible) to talk with your cooperating teacher, pick up materials for planning, find out which units will be taught. Exchange telephone numbers with the cooperating teacher. On your first day give your cooperating teacher a copy of this Student Teaching Handbook.
2. When starting the **first day**, be sure to report to the principal's office of the school to which you are assigned and introduce yourself to the secretary. Get directions for your supervisor. **Bring a copy of your Mantoux and Substitute License and the Emergency Form with the school secretary.**

3. During this field experience, residents follow the school district calendar rather than the university calendar.

4. If it is necessary to be absent because of illness or other emergency, call the cooperating school early in the morning to report the absence, or call the teacher the night before. Also notify your university supervisor so that he or she does not try to visit you when you are absent. If your absence extends beyond six (6) days, contact the Office of Field Experiences immediately.

5. Find out the policies, regulations, and procedures of the cooperating school and the school system as well as the classroom to which you are assigned.

6. Dress professionally, and make sure that you are well-groomed in your role as an associate teacher in the classroom.

7. Assume all tasks and duties normally assigned to the cooperating teacher. These include correcting papers, duplicating, planning, writing reports, and attending faculty meetings and in-service programs. Your daily hours are those of the teacher and include faculty meetings and in-service days.

8. Know that your cooperating teacher, someone who is fully certified and has at least three years of experience as a teacher, will submit three (3) reports about your work: an Interim Report approximately midway through the student teaching period, and a Final Report and narrative Final Report as of the last day of your residency period.

**Emergency Contact:**

Office of Field Experiences: 1600 Valley Road - Room 3108
Phone: (973) 720-3978/3132

**RELATIONSHIPS WITH THE UNIVERSITY SUPERVISOR**

Your university supervisor is scheduled to make a supervisory visit as soon as possible. The purpose of the first visit is introductory -- to see if you and the cooperating teacher are comfortable together and make plans for your sixteen week experience. Your “Expectations for Student Teachers and Practicum Students” should be reviewed and signed at this time.

You have a responsibility to keep your university supervisor informed concerning the following:

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**Teacher Residency Attendance Policy**
The Teacher Resident has an obligation to be consistent and punctual in attendance for all school-related activities.

i. The resident should arrive at the time designated by the Collaborating Teacher and principal. She/he should remain at the school for the time duration as specified by the University Supervisor. **Minimally,** the program suggests that residents arrive approximately 15 minutes before the first bell and stay 15 minutes after the last bell.

ii. The resident is expected to be present for all assigned days in the schools. Absences related to illness or death in the immediate family will be excused with documentation. If a resident must miss days due to reasons cited, all work must be made up. The Collaborating Teacher and University Supervisor will determine how the resident can make up the work. Residents may also be required to attend mandatory professional development training as designated by University.

iii. The resident should attend all school-based meetings and professional development sessions.

iv. If residents are absent more than 6 times during the year-long residency, they may be removed from the placement (and the program). Partial absences will count as one absence.
Teacher Candidates
Student Teacher and Teacher Resident
POLICIES AND REGULATIONS FOR THE TEACHER CANDIDATE

The Office of Field Experiences Policies can be found in their entirety in Appendix J.

1. ATTENDANCE -- During the student teaching/residency assignment, the student is expected to attend regularly except when prevented by illness or other unavoidable circumstances. The student is allowed three documented and unavoidable absences per semester. Additional absences (in the event of extenuating circumstances such as surgery or the death of a family member) must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the university supervisor.

2. A FULL-TIME JOB – Teacher candidates are expected to regard their assignment as a full-time responsibility during which they are required to work all hours of each school day for the entire experience. Teacher candidates will follow the same teaching schedule as the cooperating teacher. Employment and other outside activities should be reduced to a point where the student is not unduly fatigued, and which permits ample time for conferences with the cooperating teacher, thorough daily preparation, and participation in the whole program of the school. Students should not request to leave early or to be absent from the cooperating school due to outside employment or coursework.

3. SEMINAR - Students who fail seminar but pass student teaching must repeat seminar during the next semester in which it is offered. If the seminar grade is included with the student teaching/residency grade, the student will receive an “IN” (incomplete) grade for student teaching/seminar. Once the student has successfully completed seminar, the grade will be changed to a “P” grade. It is the responsibility of the seminar instructor to change the grade through the Registrar’s Office.

4. COOPERATING TEACHER QUALIFICATIONS -- The cooperating teacher must be fully certified and should have at least three years of experience as a teacher. See Appendix P for complete criteria.

5. SUBSTITUTING -- Some school districts may wish to use very competent teacher candidates as substitutes whenever a regular teacher is absent. However, the university must take the position that none of its student teachers can be assigned as a substitute, with or without compensation. The essential purpose of the student teaching program is to provide learning experiences for the pre-service teacher under the guidance of a certified and experienced teacher. The use of teacher candidates as substitutes is inconsistent with this purpose and is of questionable legality.

6. SCHOOL STRIKES -- Since a school experiencing a teacher strike is not considered an optimum learning center for a field experience, teacher candidates will be withdrawn from the school during the period of the strike. Such students will call the Office of Field Experiences at the university for an appropriate interim assignment.
Frequently Asked Questions

1. *May I use my cell phone?*
   The personal use of cell phones in schools is prohibited while in the classroom and responsible for children except in the case of an emergency situation.

2. *What dress is expected?*
   Professional dress is expected. Dress for the position you hope to obtain. You are expected to follow the dress code of the district in which you are placed. Below is the dress code from a local school district. This is typical:

   a) Female teaching staff members may wear dresses, skirt or pant suits, or skirts or pants with blouses or sweaters.

   b) Male teaching staff members may wear suits or slacks with or without jackets; male teaching staff members must wear a dress shirt with necktie or a turtleneck shirt or sweater with a jacket.

   The exceptions are student physical education teachers who have their own expected dress codes.

3. *Should I modify my social media privacy settings?*
   Absolutely! Not only is it important to increase your privacy settings but be very careful about what text and photos you and your friends post. Consider how the information you post may be interpreted by colleagues, school administration and students. Administrators, students and parents may browse postings on sites like Facebook, Twitter etc, which may shape their impression of you as a teacher candidate.

   Your cell phone voicemail message should be professional. Use your WP e-mail. Your professional career begins now.
CHECKLIST FOR TEACHER CANDIDATES

As a teacher candidate, you should demonstrate exemplary developing knowledge and skills about teaching. Remember that you are a guest of the local school, and you need to accept leadership from the cooperating teacher. You also are encouraged to be innovative within the school's educational policies.

Here is a checklist for you to use. The activities listed below will enhance your preparation for teaching. All items will not fit your particular teaching situation.

AS YOU BEGIN...

PROFESSIONAL ATTITUDES AND BEHAVIORS

_____ Keep cell phones off and out of sight.
_____ Make a habit of regular attendance and punctuality.
_____ Arrive before the children and stay until after they leave.
_____ Do more than merely "meet requirements".
_____ Feel confident enough to ask questions.
_____ Use tact and courtesy in dealing with colleagues.
_____ Establish good relationships with administrators, custodians, secretaries etc.
_____ Appreciate that good teaching is hard work.
_____ Learn to be tolerant of school policies or teaching methods with which you disagree.
_____ Seek constructive criticism and accept it well.
_____ Practice working as a team member, including planning jointly with the cooperating teacher.
_____ Attend faculty and department meetings regularly.
_____ Attend at least one Board of Education meeting and Back to School Night.
_____ Consult with your university supervisor about issues, concerns, or problems.
_____ Use the student teaching seminar to exchange ideas.
_____ Participate in PLCs and in-service opportunities.

OBSERVATIONAL/PARTICIPATORY TASKS

_____ Learn the names of your students.
_____ Observe your cooperating teacher, and use your conferences to better understand why things were done the way they were, including motivation and classroom management.
_____ Observe other teachers in the school.
_____ Meet other staff members, including administrators, counselors, nurse, etc.
_____ Observe what the students are doing as a result of what the teacher is doing.
_____ Do a case study or shadow study of a student.
_____ Explore school facilities: offices, library media center, etc.
_____ Noting the ethnic/socioeconomic composition of the student and teacher population and the community. Complete the Contextual Factors Journal.
_____ Observe how students react to various teaching methods.
_____ Observe your cooperating teacher's use of technology (computers, SmartBoards, assistive technology)
_____ Discuss the grading system with your cooperating teacher.
_____ Consult a guidance counselor or child study team member about a particular student.
_____ Analyze student-teacher interaction in the classroom.
Discuss with a cooperating teacher and university supervisor the interpretation of any unusual problems observed.
Recognize developmental behavior patterns of age group.
Learn to listen to students and to learn from them.
Begin to analyze each student's learning style, personality, etc.

PREPARATION TASKS
Learn how to use media equipment and existing technology.
Construct learning centers, instructional displays or bulletin boards.
Plan a unit.
Study the Interim and Final Report Forms in this handbook in order to be more fully aware of the criteria used to evaluate you.
Check ahead of time if you plan to make innovations.

AS YOU BEGIN TO ASSUME MORE TEACHING RESPONSIBILITIES
CLASSROOM MANAGEMENT
Begin teaching as soon as possible.
Get through a full day without assistance.
Set reasonable limits for student behavior and use preventive discipline.
Carry out approved disciplinary procedures.

PLANNING
Develop original or creative plans/materials (see format for lesson plans found in this handbook).
Involves students in planning so lessons utilize prior knowledge.
Learn how to ask problem-centered questions using Blooms Taxonomy.
Plan appropriate assessments using Understanding by Design, Backwards Design.

EDUCATIONAL RESOURCES
Use library/media center for audio-visual equipment.
Use resource persons, community facilities or manuals.
Use appropriate software and other technology, if available.

EVALUATION OF STUDENT LEARNING
Utilize formative and summative assessments to keep records of student performance.
Correct and analyze tests, papers, benchmark assessments and other evaluation tools.
Help with report cards and grading.
Observe in parent conferences.

*School Nurses will also be learning the expectations for running the school nurse's office in addition to their teaching responsibilities.
LEGAL ISSUES AND THE TEACHER CANDIDATE

By law, all public school districts must have in place various policies, regulations and procedures regarding legal concerns. It is incumbent upon the teacher candidate to become aware of these issues and how you are to handle each. Included are such issues as:

   Assaults
   Cell Phones
   Bias Incidents/Hate Crimes
   Bullying/Cyber Bullying
   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

IMPORTANT REMINDERS:

1. Don't drive public school students to or from school, or on field trips in your car. You may not be properly insured.

2. Don't distribute religious or controversial material to your students, either during or after school hours.

3. Know that local board of education rulings, formally approved, have the force of law.

4. Be aware that students absent for religious holidays cannot be deprived of an opportunity to compete for an award or the right to take an alternate test or examination.

4. Inquire of your cooperating teacher or principal as to the extent of teacher liability in school accidents -- including field trips, school grounds, etc.

5. Meet with students in a visible, public location for one-on-one assistance, conferencing etc.
DISCIPLINE IN THE CLASSROOM
(includes classroom control, management, and organization)

UNDERSTAND POSSIBLE CAUSES OF BEHAVIOR PROBLEMS

CAUSES WITHIN THE CLASSROOM
Examples: Teacher fails to understand student's needs and interests
Teacher's expectations may be too low
Teacher may be too punitive or harsh
Classroom is poorly designed or rules are unclear

CAUSES WITHIN THE SCHOOL
Examples: The curriculum may be irrelevant
Administrators may not support teachers
School policies may not be consistent or clear

CAUSES WITHIN THE INDIVIDUAL
Examples: Student's needs have not been met
The student is sometimes immature, thoughtless
The student may be going through a rebellious stage, or be craving attention, or be disturbed about conditions at home

CAUSES WITHIN THE FAMILY
Examples: Broken home and/or home with lack of supervision
The student comes from a poverty-stricken family
The student comes from parents or guardians who do not discipline Parents may refuse to acknowledge child's faults

CAUSES WITHIN THE COMMUNITY OR LARGER SOCIETY
Examples: The student experiences racial and ethnic prejudices
The community may not value public education

KNOW YOURSELF

Ask yourself the following questions:

1. Have you evaluated your own personality, prejudices, and tendencies?
2. Do you avoid showing favoritism to individuals or groups?
3. Do you have a good self-image? Are you reasonably self-confident?
4. Do you project a "Let's get down to business" attitude?
5. Are you ready for hard work, and lots of it?
6. Do you project a caring attitude? Do you make an effort to like every student at least a little?
7. Do you have clearly established attitudes on the relative seriousness of discipline problems? For example, are alcohol use, violence, racial/animosity, or vandalism to be treated differently from cheating, truancy, failure to do homework or failure to pay attention?
8. Do you think of yourself as a teacher rather than as a student?
9. Do you seek to find causes, rather than treating misbehavior as the cause itself?

ANTICIPATE CLASSROOM CHALLENGES

1. Know the characteristics of the age group you teach.
2. Set up routines and reasonable expectations.
3. Plan for occasional physical movement, socializing, or talking during the class.
4. Plan your lessons well to keep everyone engaged.
5. Establish clear guidelines for behavior.
6. Keep classroom regulations at a minimum — but enforce those you have established.

DEVELOP INFLUENCE TECHNIQUES FOR REDUCING PROBLEMS

1. Make sure that your body language agrees with your verbal language.
2. Use signals — a glance, gesture, or frown. Look at students directly when you are telling them how you feel.
3. Exert proximity control — move toward the problem.
4. Use positive reinforcement whenever possible. Make positive feedback specific.
5. Try tension decontamination through humor — but not at any one child's expense, and not with sarcasm.
6. Remove troublesome objects: "I'll keep it for a while."
7. Trust aggressive students with limited responsibility.
8. Be firm and fair with students.
9. Respect your students; they are likely to return your respect.

HAVE SOMETHING TO TEACH

1. Do you know your subject matter?
2. Do you really believe your material is important?
3. Is your presentation as engaging as possible? (If you are bored by your own teaching presentation, think how the students feel!)
4. Do you know more than one method of teaching a given topic?
5. Are you aware of the latest trends and research in your field?