

APPENDIX A

**National Education Association's
Code of Ethics of the Education
Profession**

**Code of Ethics of the Council for
Exceptional Children**

**Code of Ethical Conduct and
Statement of Commitment**

National Education Association's Code of Ethics of the Education Profession

Preamble

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

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

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

Principle I Commitment to the Student

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

In Fulfillment of the obligation to the student, the educator--

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

Principle II Commitment to the Profession

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

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

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

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

Adopted by the 1975 Representative Assembly

CODE OF ETHICS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Code of Ethics for Educators of Persons with Exceptionalities

We declare the following principles to be the Code of Ethics for educators of persons with exceptionalities. Members of the special education profession are responsible for upholding and advancing these principles. Members of The Council for Exceptional Children agree to judge and be judged by them in accordance with the spirit and provisions of this Code.

- A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
- B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
- C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
- D. Special education professionals exercise objective professional judgment in the practice of their profession.
- E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
- F. Special education professionals work within the standards and policies of their profession.
- G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
- H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

Code of Ethical Conduct and Statement of Commitment

A position statement of the National Association for the Education of Young Children

Revised April 2005

Endorsed by the Association for Childhood Education International

Adopted by the National Association for Family Child Care

Preamble

NAEYC recognizes that those who work with young children face many daily decisions that have moral and ethical implications. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Statement of Commitment is not part of the Code but is a personal acknowledgement of an individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. The primary focus of the Code is on daily practice with children and their families in programs for children from birth through 8 years of age, such as infant/toddler programs, preschool and prekindergarten programs, child care centers, hospital and child life settings, family child care homes, kindergartens, and primary classrooms. When the issues involve young children, then these provisions also apply to specialists who do not work directly with children, including program administrators, parent educators, early childhood adult educators, and officials with responsibility for program monitoring and licensing. (Note: See also the "Code of Ethical Conduct: Supplement for Early Childhood Adult Educators," online at <http://www.naeyc.org/about/positions/ethics04.asp>.)

Core Values

Standards of ethical behavior in early childhood care and education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood care and education. We have made a commitment to

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,¹ community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect

Conceptual Framework

The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships: (1) with children, (2) with families, (3) among colleagues, and (4) with the community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that context. The introduction is followed by a set of ideals (I) that reflect exemplary professional practice and a set of principles (P) describing practices that are required, prohibited, or permitted.

The ideals reflect the aspirations of practitioners. The principles guide conduct and assist practitioners in resolving ethical dilemmas.² Both ideals and principles are intended to direct practitioners to those questions which, when responsibly answered, can provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with professional judgment.

The ideals and principles in this Code present a shared framework of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face situations with ethical dimensions are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Often, "the right answer"-the best ethical course of action to take-is not obvious. There may be no readily apparent, positive way to handle a situation. When one important value contradicts another, we face an ethical dilemma. When we face a dilemma, it is our professional responsibility to consult the Code and all relevant parties to find the most ethical resolution.

Section I:

Ethical responsibilities to children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

Ideals

I-1.1-To be familiar with the knowledge base of early childhood care and education and to stay informed through continuing education and training.

I-1.2-To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.

I-1.3-To recognize and respect the unique qualities, abilities, and potential of each child.

I-1.4-To appreciate the vulnerability of children and their dependence on adults.

I-1.5-To create and maintain safe and healthy settings that foster children's social, emotional, cognitive, and physical development and that respect their dignity and their contributions.

I-1.6-To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.

I-1.7-To use assessment information to understand and support children's development and learning, to support instruction, and to identify children who may need additional services.

I-1.8-To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.

I-1.9-To advocate for and ensure that all children, including those with special needs, have access to the support services needed to be successful.

I-1.10-To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.

I-1.11-To provide all children with experiences in a language that they know, as well as support children in maintaining the use of their home language and in learning English.

I-1.12-To work with families to provide a safe and smooth transition as children and families move from one program to the next.

Principles

P-1.1-Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. This principle has precedence over all others in this Code.

P-1.2-We shall care for and educate children in positive emotional and social environments that are cognitively stimulating and that support each child's culture, language, ethnicity, and family structure.

P-1.3-We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or

excluding them from programs or activities on the basis of their sex, race, national origin, religious beliefs, medical condition, disability, or the marital status/family structure, sexual orientation, or religious beliefs or other affiliations of their families. (Aspects of this principle do not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.4-We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.

P-1.5-We shall use appropriate assessment systems, which include multiple sources of information, to provide information on children's learning and development.

P-1.6-We shall strive to ensure that decisions such as those related to enrollment, retention, or assignment to special education services, will be based on multiple sources of information and will never be based on a single assessment, such as a test score or a single observation.

P-1.7-We shall strive to build individual relationships with each child; make individualized adaptations in teaching strategies, learning environments, and curricula; and consult with the family so that each child benefits from the program. If after such efforts have been exhausted, the current placement does not meet a child's needs, or the child is seriously jeopardizing the ability of other children to benefit from the program, we shall collaborate with the child's family and appropriate specialists to determine the additional services needed and/or the placement option(s) most likely to ensure the child's success. (Aspects of this principle may not apply in programs that have a lawful mandate to provide services to a particular population of children.)

P-1.8-We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

P-1.9-When we have reasonable cause to suspect child abuse or neglect, we shall report it to the appropriate community agency and follow up to ensure that appropriate action has been taken. When appropriate, parents or guardians will be informed that the referral will be or has been made.

P-1.10-When another person tells us of his or her suspicion that a child is being abused or neglected, we shall assist that person in taking appropriate action in order to protect the child.

P-1.11-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

Section II: Ethical responsibilities to families

Families³ are of primary importance in children's development. Because the family and the early childhood practitioner have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

Ideals

I-2.1-To be familiar with the knowledge base related to working effectively with families and to stay informed through continuing education and training.

I-2.2-To develop relationships of mutual trust and create partnerships with the families we serve.

I-2.3-To welcome all family members and encourage them to participate in the program.

I-2.4-To listen to families, acknowledge and build upon their strengths and competencies, and learn from families as we support them in their task of nurturing children.

I-2.5-To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.

I-2.6-To acknowledge families' childrearing values and their right to make decisions for their children.

I-2.7-To share information about each child's education and development with families and to help them understand and appreciate the current knowledge base of the early childhood profession.

I-2.8-To help family members enhance their understanding of their children and support the continuing development of their skills as parents.

I-2.9-To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.

Principles

P-2.1-We shall not deny family members access to their child's classroom or program setting unless access is denied by court order or other legal restriction.

P-2.2-We shall inform families of program philosophy, policies, curriculum, assessment system, and personnel qualifications, and explain why we teach as we do-which should be in accordance with our ethical responsibilities to children (see Section I).

P-2.3-We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4-We shall involve the family in significant decisions affecting their child.

P-2.5-We shall make every effort to communicate effectively with all families in a language that they understand. We shall use community resources for translation and interpretation when we do not have sufficient resources in our own programs.

P-2.6-As families share information with us about their children and families, we shall consider this information to plan and implement the program.

P-2.7-We shall inform families about the nature and purpose of the program's child assessments and how data about their child will be used.

P-2.8-We shall treat child assessment information confidentially and share this information only when there is a legitimate need for it.

P-2.9-We shall inform the family of injuries and incidents involving their child, of risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.

P-2.10-Families shall be fully informed of any proposed research projects involving their children and shall have the opportunity to give or withhold consent without penalty. We shall not permit or participate in research that could in any way hinder the education, development, or well-being of children.

P-2.11-We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children.

P-2.12-We shall develop written policies for the protection of confidentiality and the disclosure of children's records. These policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.13-We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

P-2.14-In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.15-We shall be familiar with and appropriately refer families to community resources and professional support services. After a referral has been made, we shall follow up to ensure that services have been appropriately provided.

**Section III:
Ethical responsibilities to colleagues**

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace.

A-Responsibilities to co-workers

Ideals

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

Principles

P-3A.1-We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

B-Responsibilities to employers

Ideals

I-3B.1-To assist the program in providing the highest quality of service.

I-3B.2-To do nothing that diminishes the reputation of the program in which we work unless it is violating laws and regulations designed to protect children or is violating the provisions of this Code.

Principles

P-3B.1 - We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.

P-3B.2-We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are

speaking for the organization and when we are expressing a personal judgment.

P-3B.3-We shall not violate laws or regulations designed to protect children and shall take appropriate action consistent with this Code when aware of such violations.

P-3B.4-If we have concerns about a colleague's behavior, and children's well-being is not at risk, we may address the concern with that individual. If children are at risk or the situation does not improve after it has been brought to the colleague's attention, we shall report the colleague's unethical or incompetent behavior to an appropriate authority.

P-3B.5-When we have a concern about circumstances or conditions that impact the quality of care and education within the program, we shall inform the program's administration or, when necessary, other appropriate authorities.

C-Responsibilities to employees

Ideals

I-3C.1-To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem in staff members.

I-3C.2-To create and maintain a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood care and education.

I-3C.3-To strive to secure adequate and equitable compensation (salary and benefits) for those who work with or on behalf of young children.

I-3C.4-To encourage and support continual development of employees in becoming more skilled and knowledgeable practitioners.

Principles

P-3C.1-In decisions concerning children and programs, we shall draw upon the education, training, experience, and expertise of staff members.

P-3C.2-We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3-We shall develop and maintain comprehensive written personnel policies that define program standards. These policies shall be given to new staff members and shall be available and easily accessible for review by all staff members.

P-3C.4-We shall inform employees whose performance does not meet program expectations of areas of concern and, when possible, assist in improving their performance.

P-3C.5-We shall conduct employee dismissals for just cause, in accordance with all applicable laws and regulations. We shall inform employees who are dismissed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6-In making evaluations and recommendations, we shall make judgments based on fact and relevant to the interests of children and programs.

P-3C.7-We shall make hiring, retention, termination, and promotion decisions based solely on a person's competence, record of accomplishment, ability to carry out the responsibilities of the position, and professional preparation specific to the developmental levels of children in his/her care.

P-3C.8-We shall not make hiring, retention, termination, and promotion decisions based on an individual's sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation. We shall be familiar with and observe laws and regulations that pertain to employment discrimination. (Aspects of this principle do not apply to programs that have a lawful mandate to determine eligibility based on one or more of the criteria identified above.)

P-3C.9-We shall maintain confidentiality in dealing with issues related to an employee's job performance and shall respect an employee's right to privacy regarding personal issues.

Section IV:

Ethical responsibilities to community and society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

As individuals, we acknowledge our responsibility to provide the best possible programs of care and education for children and to conduct ourselves with honesty and integrity. Because of our specialized expertise in early childhood development and education and because the larger society shares responsibility for the welfare and protection of young children, we acknowledge a collective obligation to advocate for the best interests of children within early childhood programs and in the larger community and to serve as a voice for young children everywhere.

The ideals and principles in this section are presented to distinguish between those that pertain to the work of the individual early childhood educator and those that more typically are engaged in collectively on behalf of the best interests of children-with the understanding that individual early childhood educators have a shared responsibility for addressing the ideals and principles that are identified as "collective."

Ideal (Individual)

I-4.1-To provide the community with high-quality early childhood care and education programs and services.

Ideals (Collective)

I-4.2-To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.

I-4.3-To work through education, research, and advocacy toward an environmentally safe world in which all children receive health care, food, and shelter; are nurtured; and live free from violence in their home and their communities.

I-4.4-To work through education, research, and advocacy toward a society in which all young children have access to high-quality early care and education programs.

I-4.5-To work to ensure that appropriate assessment systems, which include multiple sources of information, are used for purposes that benefit children.

I-4.6-To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.

I-4.7-To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.

I-4.8-To further the professional development of the field of early childhood care and education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles (Individual)

P-4.1-We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2-We shall apply for, accept, and work in positions for which we are personally well-suited and professionally qualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3-We shall carefully check references and shall not hire or recommend for employment any person whose competence,

qualifications, or character makes him or her unsuited for the position.

P-4.4-We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.5-We shall be knowledgeable about the appropriate use of assessment strategies and instruments and interpret results accurately to families.

P-4.6-We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.

P-4.7-When we become aware of a practice or situation that endangers the health, safety, or well-being of children, we have an ethical responsibility to protect children or inform parents and/or others who can.

P-4.8-We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

P-4.9-When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10-When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

Principles (Collective)

P-4.11-When policies are enacted for purposes that do not benefit children, we have a collective responsibility to work to change these practices.

P-4.12-When we have evidence that an agency that provides services intended to ensure children's well-being is failing to meet its obligations, we acknowledge a collective ethical responsibility to report the problem to appropriate authorities or to the public. We shall be vigilant in our follow-up until the situation is resolved.

P-4.13-When a child protection agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward the improvement of these services.

Glossary of Terms Related to Ethics

Code of Ethics	Defines the core values of the field and provides guidance for what professionals should do when they encounter conflicting obligations or responsibilities in their work.
Values	Qualities or principles that individuals believe to be desirable or worthwhile and that they prize for themselves, for others, and for the world in which they live.
Core Values	Commitments held by a profession that are consciously and knowingly embraced by its practitioners because they make a contribution to society. There is a difference between personal values and the core values of a profession.
Morality	Peoples' views of what is good, right, and proper; their beliefs about their obligations; and their ideas about how they should behave.
Ethics	The study of right and wrong, or duty and obligation, that involves critical reflection on morality and the ability to make choices between values and the examination of the moral dimensions of relationships.
Professional Ethics	The moral commitments of a profession that involve moral reflection that extends and enhances the personal morality practitioners bring to their work, that concern actions of right and wrong in the workplace, and that help individuals resolve moral dilemmas they encounter in their work.
Ethical Responsibilities	Behaviors that one must or must not engage in. Ethical responsibilities are clear-cut and are spelled out in the Code of Ethical Conduct (for example, early childhood educators should never share confidential information about a child or family with a person who has no legitimate need for knowing).
Ethical Dilemma	A moral conflict that involves determining appropriate conduct when an individual faces conflicting professional values and responsibilities.

Sources for Glossary Terms and Definitions

- Feeney, S., & N. Freeman. 1999. *Ethics and the early childhood educator: Using the NAEYC code*. Washington, DC: NAEYC.
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 Kipnis, K. 1987. How to discuss professional ethics. *Young Children* 42 (4): 26-30.

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The National Association for the Education of Young Children ("NAEYC") is a nonprofit corporation, tax exempt under Section 501(c)(3) of the Internal Revenue Code, dedicated to acting on behalf of the needs and interests of young children. The NAEYC Code of Ethical Conduct ("Code") has been developed in furtherance of NAEYC's nonprofit and tax exempt purposes. The information contained in the Code is intended to provide early childhood educators with guidelines for working with children from birth through age 8. Use, reference to, or review of the Code does not guarantee compliance with NAEYC Early Childhood Program Standards and Accreditation Performance Criteria and program accreditation procedures. It is recommended that the Code be used as guidance in connection with implementation of the NAEYC Program Standards, but such use is not a substitute for diligent review and application of the NAEYC Program Standards.

NAEYC has taken reasonable measures to develop the Code in a fair, reasonable, open, unbiased, and objective manner, based on currently available data. However, further research or developments may change the current state of knowledge. Neither NAEYC nor its officers, directors, members, employees, or agents will be liable for any loss, damage, or claim with respect to any liabilities, including direct, special, indirect, or consequential damages incurred in connection with the Code or reliance on the information presented.

Statement of Commitment⁴

As an individual who works with young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct. To the best of my ability I will

- Never harm children
- Ensure that programs for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct

¹ Culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

² There is not necessarily a corresponding principle for each ideal.

³ The term family may include those adults, besides parents, with the responsibility of being involved in educating, nurturing, and advocating for the child.

⁴ This Statement of Commitment is not part of the Code but is a personal acknowledgement of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

This statement may be purchased as a brochure, and the Statement of Commitment is available as a poster suitable for framing. See our catalog for ordering information.

APPENDIX B

New Jersey Teaching Standards

**National Board for Professional Teaching
Standards (NBPTS)**

**Interstate Teacher Assessment and Support
Consortium Standards (InTASC)**

The New Jersey Teaching Standards

- 1. Standard One: Subject Matter Knowledge.** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
- 2. Standard Two: Human Growth and Development.** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
- 3. Standard Three: Diverse Learners.** Teachers shall understand the practice of culturally responsive teaching.
- 4. Standard Four: Instructional Planning and Strategies.** Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
- 5. Standard Five: Assessment.** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
- 6. Standard Six: Learning Environment.** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
- 7. Standard Seven: Special Needs.** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.
- 8. Standard Eight: Communication.** Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.
- 9. Standard Nine: Collaboration and Partnerships.** Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.
- 10. Standard Ten: Professional Development.** Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.
- 11. Standard Eleven: Professional Responsibility.** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

National Board for Professional Teaching Standards (NBPTS)

The NBPTS developed the five propositions listed below. These propositions identify the standards for performance and can be used as a framework for the teaching portfolio required for teachers seeking national certification. National board certification is designed for **experienced teachers** whose preparation and experience have enabled them to understand how theory translates into practice, to ascertain what works, how to judge student behavior and performance, and to practice as professional decision makers. The NBPTS is a voluntary system to assess and certify teachers who meet these standards and successfully complete the rigorous assessment process. You may contact the NBPTS at 1900 M Street, NW, Suite 210, Washington, DC 20036, for further information about national certification.

Proposition #1: Teachers are committed to students and their learning.

- ~ Teachers recognize individual differences in their students and adjust their practice accordingly.
- ~ Teachers have an understanding of how students develop and learn.
- ~ Teachers treat students equitably.
- ~ Teachers' mission extends beyond developing the cognitive capacity of their students.

Proposition #2: Teachers know the subjects they teach and how to teach those subjects to

- ~ Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- ~ Teachers command specialized knowledge of how to convey a subject to students.
- ~ Teachers generate multiple paths to knowledge.

Proposition #3: Teachers are responsible for managing and monitoring student learning.

- ~ Teachers call on multiple methods to meet their goals.
- ~ Teachers orchestrate learning in group settings.
- ~ Teachers place a premium on student engagement.
- ~ Teachers regularly assess student progress.
- ~ Teachers are mindful of their principal objectives.

Proposition #4: Teachers think systematically about their practice and learn from experience.

- ~ Teachers are continually making difficult choices that test their judgment.
- ~ Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition #5: Teachers are members of learning communities.

- ~ Teachers contribute to school effectiveness by collaborating with other professionals.
- ~ Teachers work collaboratively with parent.
- ~ Teachers take advantage of community resources.

Interstate Teacher Assessment and Support Consortium Standards (InTASC)

On the next two pages, we have presented standards for new and experienced teachers. The first ten statements present the *basic* principles underlying the knowledge, dispositions and performances deemed essential for all teachers regardless of their specialty area. The principles address behaviors that constitute what competent *beginning teachers* should know and be able to do. You can obtain a complete copy of the InTASC standards by contacting the Council of Chief State School Officials, One Massachusetts Avenue, NW, Washington, DC 20001-1431.

Learners and Learning

- I. InTASC Standard I: Focuses on the Learner and Encourages Development as an Independent Learner
- II. InTASC Standard II: Understands and Adapts to Learning Differences
- III. InTASC Standard III: Creates and Maintains a Safe and Positive Learning Environment

Content Knowledge

- IV. InTASC Standard IV: Demonstrates Content Knowledge
- V. InTASC Standard V: Application of Content

Instructional Practice

- VI. InTASC Standard VI: Assessment
- VII. InTASC Standard VII: Planning for Instruction
- VIII. InTASC Standard VIII: Instructional Strategies

Professional Responsibility

- IX. InTASC STANDARD IX: Professional Learning and Ethical Practice
- X. InTASC STANDARD X: Leadership and Collaboration

APPENDIX C

Legal Responsibilities

Legal Responsibilities

Student teachers are afforded the same liability protection by the Board of Education of a public school district as a regularly employed teaching staff member.

18A:16-6. Indemnity of officers and employees against civil actions

Whenever any civil action has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

Classroom teachers or others in authority have authority of students.

18A:25-2. Authority over pupils

A teacher or other person in authority over such pupil shall hold every pupil accountable for disorderly conduct in school and during recess and on the playgrounds of the school and on the way to and from school.

Students must obey school rules.

18A:37-1. Submission of pupils to authority

Pupils in the public schools shall comply with the rules established in pursuance of law for the government of such schools, pursue the prescribed course of study and submit to the authority of the teachers and others in authority over them.

The use of corporal punishment upon students is strictly prohibited. All abuse of students is illegal, even if a parent or a superior gives you permission to abuse a student. Corporal punishment has been defined as a teacher's use of force and fear in dealing with students and unnecessary and inappropriate physical contact.

18A:6-1. Corporal punishment of pupils

No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution; but any such person may, within the scope of his employment, use and apply such amounts of force as is reasonable and necessary:

- (1) to quell a disturbance, threatening physical injury to others;**
- (2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;**
- (3) for the purpose of self-defense; and**
- (4) for the protection of persons or property;**

and such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intent of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or educational institution shall be void.

All students must rise for the pledge of allegiance. Only those students who object for reasons of nationalism or religion will not be made to recite the allegiance.

18A:36-3(c). Display of and salute to flag; pledge of allegiance

Require the pupils in each school in the district on every school day to salute the United States flag and repeat the following pledge of allegiance to the flag: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all," which salute and pledge of allegiance shall be rendered with the right hand over the heart, except that pupils who have conscientious scruples against such pledge or salute, or are children of accredited representatives of foreign governments to whom the United States government extends diplomatic immunity, shall not be required to render such salute and pledge but shall be required to show full respect to the flag while the pledge is being given merely by standing at attention, the boys removing the headdress.

There is no morning prayer in schools but a moment of silence is permitted.

18A:36-4. Period of silence

Principals and teachers in each public elementary and secondary school of each school district in this State shall permit students to observe a 1 minute period of silence to be used solely at the discretion of the individual student, before the opening exercises of each school day for quiet and private contemplation or introspection.

No student can be penalized for missing an assignment or missing a school day for religious holiday observance.

18A:36-14. Religious holidays; absence of pupils on; effect

No pupil of any public school, who shall be absent, by reason of observance of a religious holiday, from such school at any time when the same is in session, shall by reason of such absence be deprived of any award or of eligibility or opportunity to compete for any award, or of the right to take an alternate test or examination, for any which he missed by reason of such absence, if a written excuse signed by a parent of, or person standing in loco parentis to, the pupil be presented to the proper school authority.

18A:36-15. Absence because of religious holidays as excused absence

Any absence because of religious holidays shall be recorded as excused absence on the pupil's attendance record or on that of any group or class of which he is a member, and any transcript or application or employment form or any similar form on which information concerning a pupil's attendance record is requested shall show, with respect to absences, only absences other than absences excused because of religious holidays.

APPENDIX D

Reporting Child Abuse in New Jersey

FOR YOUR INFORMATION

REPORTING CHILD ABUSE IN NEW JERSEY **(in conformity with 18A:36-24 and 9:6-8)**

In New Jersey, the Division of Youth and Family Services (DYFS) investigates reports of suspected child abuse and neglect. DYFS staff are available to receive referrals at the local district office from 9:00 a.m. to 5:00 p.m. and at the Office of Child Abuse Control (OCAC) at any hour (1-800-792-8610). Calls received at OCAC during normal working hours are immediately referred to the appropriate district office.

DYFS accepts all reports of suspected child abuse and neglect and other referrals in writing, by telephone, and in person from all sources including identified sources, news media, anonymous sources, sources which have incomplete information, and referrals from the child or parent him/herself.

TYPES OF ABUSE:

Physical
Sexual
Emotional
Neglect
Abandonment

CLASSROOM SIGNS:

Poor performance	Disruptive behaviors	Nervous habit
Frequent complaints of pain	Withdrawn/quiet behavior	Tiredness
Malnourishment	Abnormal absences	Physical injuries
Ill-clothed/dirty	Lack of necessary medical attention	

You are immune from civil or criminal liability if you report suspected child abuse or neglect or testify in a child abuse hearing. You cannot be sued. (NJSA 9:6-8.13)

Failure to report suspected abuse or neglect makes you a disorderly person subject to a fine up to \$500, up to six months in jail, or both. Failure to report also could result in a law suit if it is realized that a school employee had suspicion or knowledge of abuse or neglect and it was not reported.

Teachers and nurses do not have to substantiate their suspicions. They are only required to report them.

All school employees are required by law to report suspected abuse/neglect directly to DYFS. Notify the building principal or a designee (per board policy).

Every district should have a written policy on dealing with child abuse/neglect. This is required by law; be sure to get a copy.

You may choose not to give your identity when reporting.

DYFS tries to keep all reports confidential. DYFS can give the information to certain agencies, as directed by law. It is suggested that you do not press children about injuries.

Do not contact the parents.

When reporting: Give name and address of child and his/her parents/guardians. Give age and sex of the child. State the child's condition indicating if the child is in immediate or imminent peril.

Your district policy may require you to put your reports to your administrators in writing. Keep a copy to protect yourself.

APPENIDIX E

William Paterson University's Sexual Harassment Policies

SEXUAL HARASSMENT POLICY

William Paterson University of New Jersey is committed to developing and sustaining a community where all can learn and work together free from harassment and exploitation. This policy is intended to address all members of the university community including students, faculty, librarians, professional staff, clerical staff, maintenance, campus police and security, managers, administrators, and the Board of Trustees as well as any vendors doing business with the University.

Sexual harassment encompasses any sexual attention that is unwanted. Sexual harassment can be verbal, visual, or physical. It can range from repeated unwelcome sexual flirtation and inappropriate gender-based put-downs of individuals or group of people to physical abuses, such as sexual assault or rape. Whether particular verbal, non-verbal, or physical conduct constitutes harassment in violation of this policy will depend upon all of the circumstances involved, the context in which the conduct occurred, and the frequency, severity, and pattern of the conduct.

The University recognizes that even the possibility of harassment is destructive to individuals, to groups and to the community. While sexual harassment most often takes place in situations where there is a power differential between the persons involved, the University recognizes that sexual harassment may occur between persons of the same status. Sexual harassment may also occur between persons of the same sex. Sexual harassment contaminates teacher/student and supervisor/subordinate relationships as well as those among student peers and faculty or staff colleagues. When, through fear of reprisal, a student, staff members, or faculty member submits or is pressured to submit to unwanted sexual attention, the entire community is undermined. The University will not tolerate behavior among members of the community which creates an unacceptable working or educational environment, and it will initiate appropriate sanctions against the offender.

Legal Definitions

Effective September 1, 1993, all New Jersey State departments, colleges/universities, and authorities have been required to abide by the State's Sexual Harassment Policy. This policy follows federal and state laws as outlined in Title VII of the Civil Rights Act of 1964 as amended; N.J.S.A. 10:5-1 et. seq.; Title IX of the 1972 Education Amendments; N.J.S.A.11A;1-1 et. seq.; N.J.A.4A:7-1.3.

Sexual harassment includes but is not limited to:

Gender Harassment: generalized gender-based remarks and behavior;

Seductive Behavior: inappropriate, unwanted, and offensive physical or verbal sexual advances;

Sexual Coercion: coercion of sexual activity by threat of punishment; and

Sexual Assault: gross sexual imposition, like touching, fondling, grabbing, or assault.

For general policy purposes, sexual harassment may be described as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature. The Courts have classified cases in two ways:

1. **Quid-pro-quo:** when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status; and/or submission or rejection of such conduct by an individual's is used as the basis of employment decisions or academic decisions affecting that individual. Quid-pro-quo harassment is equally unlawful whether the person resists and suffers the threatened harm or submits and thus avoids the threatened harm.

2. **Hostile environment:** when such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or demeaning employment or educational environment. A cause of action is established if the complained-of-conduct would not have occurred but for the student or employee's gender, and it was severe or pervasive enough to make a reasonable person of the same sex believe that the conditions of learning and/or employment are altered and the environment is hostile or abusive.

The Courts have recognized that the harassing behaviors affect a third party when academic or work benefits are denied because of the sex-biased coercion of another student or employee; or when the conduct directed at another student or employee is so pervasive as to create a hostile learning or working environment. Favoritism, or perceptions of favoritism, that result from consensual relationships may also contribute to a hostile work or learning environment and constitute third party harassment.

Reasonable Woman Standard

The Courts have recognized that the difficulty in defining the unwelcome, hostile, or offensive nature of an environment may lie in the fact that men and women may disagree as to what constitutes offensive, degrading conduct. In response to this key issue, the courts have adopted a "reasonable woman" standard. Under this standard, attention is focused on the victim's perspective. In the typical case, in which a woman is the target of harassment, a claim would be found to be harassment if a "reasonable woman" would consider the action hostile or offensive. In other cases, the standard of the Court would concern whether or not a reasonable person of the same gender, similarly situated, considered the action hostile or offensive.

Examples of Sexual Harassment

As reported in Sexual Harassment on Campus: A Policy and Program of Deterrence by the American Council on Education, examples of harassment include, but are not limited to:

- Threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, living situations, or letters of recommendation (the threat can be overt or implied from the conduct, circumstances and relationship of the person involved)
- Unwelcome sexual advances, whether direct propositions of a sexual nature or subtle pressure for sexual activity
- Unwanted attempts to change a professional or education relationship into a personal one
- Verbal abuse of a sexual nature

- Repeated sexually oriented kidding, teasing, joking, or flirting
- Graphic commentary about an individual's body, clothing, sexual prowess, or sexual deficiencies
- Leering, whistling, touching, pinching, or brushing against another's body
- Offensive, crude language
- Display of objects or pictures which are sexual in nature that would create a hostile or offensive work, learning, or living environment
- Behavior of a sexual nature that discomforts or humiliates and demonstrates insensitivity

Consensual Relations

The University's educational mission is promoted by professionalism in employee/student relationships. Consensual amorous relationships between supervisors and their subordinates, or faculty and students undermine the ethical integrity of the University community. Such relationships are problematic for the people involved as well as having a negative impact on others in the work environment. Moreover, other students and employees may be affected by such unprofessional behavior because it places or may be perceived to place the staff/faculty member in a position to favor or advance one person's interest at the expense of others and implicitly makes obtaining benefits contingent on amorous or sexual favors.

Therefore:

No faculty member shall have an amorous relationship (consensual or otherwise) with a student who is enrolled in his or her course and/or whose academic work is being evaluated by the faculty member. No staff member shall have an amorous relationship with a student whom the staff member has the power to penalize or reward.

A staff/faculty member who fails to withdraw from participation in activities or decisions that may reward or penalize a student with whom the staff/faculty member has or has had an amorous relationship will be deemed to have violated his or her ethical obligation to the student, other students, colleagues, and the University.

Supervisory staff/faculty who engage in consensual relationships with individuals they supervise or their students should be aware that they are violating University policy and are subject to formal disciplinary action, up to and including removal.

Copies of the Sexual Harassment Policies and Complaint Procedure can be also obtained from these offices:

Vice President of Student Development, Dr. John Martone, ext. 2179

Women's Center, , ext. 2946

Associate VP for Human Resources, John Polding, ext. 2887

Associate VP for Dean of Graduate Studies and Research, Dr. Nina Jemmott, ext. 2121

Director of Employment Equity and Diversity, John Sims, ext. 2389

A more inclusive list of persons serving as sexual harassment contact persons is available through the offices listed above.

APPENDIX F

POLICIES AND PROCEDURES

**WILLIAM PATERSON UNIVERSITY
COLLEGE OF EDUCATION
POLICIES AND PROCEDURES**

POLICY 2.1 FIELD EXPERIENCE REQUIREMENT

All undergraduate and post-baccalaureate teacher education candidates seeking an initial certification at William Paterson University are required to successfully complete at least one practicum experience as well as a full semester of student teaching and seminar.

POLICY 2.2 FIELD EXPERIENCE PLACEMENTS

Academic departments and Office of Field Experience share responsibility for recommending and assigning placements for teacher candidates. All teacher candidates must have a range of diverse school experiences. A variety of field experiences will be provided within each program. Teacher candidates can not be assigned to a cooperating school which they have attended, a district in which a relative is employed or a district in which they work or live.

All placement contacts with school districts must originate from the Office of Field Experiences. College placements with school districts are contracts. Teacher candidates cannot contact a district to initiate a placement. After a school district accepts a teacher candidate, the candidate is expected to honor the contract. Teacher candidates may only postpone applications for two semesters following completion of course work. A written request for postponement is required.

Placements are made in the teacher candidate's major field in a public (or approved private) school district. Students share responsibility for successful placements. In the event an interview is requested it is the responsibility of students to prepare for and successfully present themselves. After three unsuccessful interviews students must defer their application to the subsequent semester.

Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Union. This policy is enforced to ensure the availability of a college supervisor. Limited placements may be made in other counties under special circumstances. All placements are contingent on school district acceptance and university supervisor availability.

POLICY 2.3 DESCRIPTION OF DIVERSE PLACEMENTS SITES FOR COLLEGE OF EDUCATION OF WILLIAM PATERSON UNIVERSITY

“Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates’ effectiveness as teachers.” (*Professional standards for the accreditation of schools, colleges and departments of education*, 2002, p. 31)

Determination of specific placements will be based on this NCATE definition and District Factor Grouping (DFG). Based on the DFG, a minimum of one placement must be a district with DFG of A, B, C/D, or **Wharton or Englewood**. Since DFG groupings change annually, the Office of Field Experiences will use the most recent iteration for future placements.

POLICY 2.4 ACCEPTANCE TO THE PRACTICUM EXPERIENCES: INITIAL CERTIFICATION AT THE UNDERGRADUATE AND THE POST-BACCALAUREATE LEVELS

In order to be eligible for the junior field experience(s), a teacher candidate must have the following prerequisites:

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 (or 3.0 for post-baccalaureate) at the close of the semester immediately preceding the practicum experience.
 - b. **A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.**
 - c. A minimum of 60 credits completed at the time of application for practicum at the undergraduate level.
 - d. Completion of all requirements based on the freshman basic skills tests in reading, writing, and mathematics, and the successful completion of English 110 Writing Effective Prose, prior to admission to the teacher education major at the undergraduate level.
 - e. An analysis of speech patterns and if applicable, problem diagnosis and remediation.
 - f. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3.
 - a. Submission of the Practicum Application, including a biographical data form.
 - b. Current NJ substitute license and documentation of negative results on Mantoux Test to the Office of Field Experiences latest three (3) months in advance of the field experience semester.

POLICY 2.5 ACCEPTANCE TO STUDENT TEACHING INTERNSHIP (EDUC 414, 415, 514, and 518)

In order to be eligible for student teaching, a teacher candidate must have the following prerequisites:

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
 - a. An overall cumulative grade point average of 2.75 (or 3.0 for EDUC 514 and 518) at the close of the semester immediately preceding the student teaching experience.
 - b. A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.
 - c. Satisfactory completion of all preliminary field experiences and courses required in the program.
 - d. A minimum of 84 credits completed at the time of application for student teaching at the undergraduate level.
 - e. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, **and requirements to pass the Praxis.**
3.
 - a. Submission of the Student Teaching Application, including a biographical data, to the Office of Field Experiences no later than one year preceding the academic semester of the internship for the following Fall or Spring semesters.
 - b. Current NJ substitute license, documentation of negative results on Mantoux Test and Praxis scores must be submitted to the Office of Field Experiences latest three (3) months in advance of the field experience semester.

POLICY 2.6 ACCEPTANCE TO IN-SERVICE SUPERVISED TEACHING AND SEMINAR (EDUC 565 AND EDUC 566)

Teacher candidates eligible for In-Service Supervised Teaching and Seminar (EDUC 565 and EDUC 566) must be accepted into the post-baccalaureate program, have completed all courses in the certification program, including practicum, and must have a minimum GPA of 3.0. Prior application with the Office of Field Experiences is required, with approval of the principal of an approved school and the recommendation of the appropriate department chair (or designee).

Candidates' assignment will be dependent upon (1) acceptance into the certification program; (2) approval by the department chair (or designee) of the department responsible for certification, and (3) adherence to the following standards:

1. Meet cumulative grade point average requirements at the close of the semester immediately preceding student teaching.
2. Methods courses required in the program, and practicum.
3. Minimum of 12 credit hours at WPU.
4. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of folio, specific skill tests or other standards deemed necessary for the particular program.

POLICY 2.7 APPLICATION DEADLINE and APPEALS

1. Teacher candidates must turn in applications for both practicum and student teaching one year in advance in accordance with announced deadlines.
2. Teacher candidates may appeal a decision about acceptance of their application for field placement. Upon the review of application materials and subsequent written recommendation of the department chair (or designee) all relevant materials should be submitted to the Office of Field Experiences. Teacher candidates will be placed on a waiting list.
3. Pending Placement of Teacher Candidates
Teacher candidates on the waiting list cannot be guaranteed a placement. When registering for classes, students should not sign up for the field experience and its attendant courses, but should make arrangements to take other courses. Teacher candidates on the waiting list will be placed if one of the following conditions exists: cancellations occur or open-ended placement possibilities arise in districts.

No *field experience* placements, for whatever reason, can be requested after the first day of the semester of the requested field experience.

POLICY 2.8 PRACTICUM STUDENT RESPONSIBILITIES/QUALIFICATIONS

Practicum Students

Practicum students are expected to regard their assignment as a full semester, one or two day responsibility during which they are required to work all hours of each school day for the entire experience. Practicum students follow the same teaching schedule as the cooperating teacher. Employment and other outside activities must 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 appropriate participation in relevant school programs. Teacher candidates are expected to arrive and leave in accordance with professional schedules. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience.

Practicum students will need to keep a reflective journal of their experiences in the assigned school. It shall contain, for example:

- attendance, dates and time;
- observations;
- written lesson plan(s) and self-evaluation;
- reflection on instructional experiences as well as interactions with students/cooperating teacher/supervisor.

POLICY 2.9 STUDENT TEACHING RESPONSIBILITIES/QUALIFICATIONS

Student Teachers

Student teachers are expected to regard their assignment as a full semester, full-time responsibility during which they are required to work all hours of each school day for the entire experience. Student teachers 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. Student teachers should not request to leave early or to be absent from the cooperating school during this semester. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience. All teacher candidates enrolled in student teaching may register for no more than one course (3 or 4 credits) beyond student teaching and the student teaching seminar.

Student teachers will need to keep a reflective journal of their experiences in the assigned school. It shall contain, for example:

- attendance, dates and time;
- observations;
- written lesson plans and self-evaluation;
- reflection on instructional experiences as well as interactions with students/cooperating teacher/supervisor.

POLICY 2.10 PRACTICUM/STUDENT TEACHING ATTENDANCE POLICY

During the student teaching assignment, the teacher candidate is allowed three documented, unavoidable absences. During Practicum only one absence is allowed. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor. Student teachers do not take William Paterson University's spring break.

If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester) or one day of practicum and if the explanation for absences is acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, a

teacher candidate may be permitted a makeup opportunity. If such a makeup is approved, that teacher candidate can make up the days missed at the end of the current semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the teacher candidate completes the work, the cooperating teacher and supervisor will be responsible for submitting revised reports so that a grade change can be processed. Emergency school closures and other non federal holidays must be made up by practicum students if total days of attendance fall below ten.

A. Internal Policy for Practicum Attendance

Absences: Days 1, 2, 3

During the practicum assignment, the student is allowed one documented, unavoidable absence. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6

If a practicum student misses four or more days and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the practicum student completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

Absences: 6 or more

If a practicum student misses 6 or more days without an official WD, that student will fail practicum for the semester and must reapply for an additional semester.

B. Internal Policy for *Student Teacher* Attendance

Absences: Days 1, 2, 3

During the student teaching assignment, the student is allowed three documented, unavoidable absences. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6

If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester), and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the student teacher completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

Absences: Days 6.5 to 25.5

If a student teacher misses more than 6 days but less than 26 days (approximately 1/3 of the semester), that student can take an incomplete for student teaching for that semester if certain arrangements can be made. The Office of Field experiences will work with the school district to see if that student can continue into the next semester (either January or June) to complete the days missed. The college supervisor and the

cooperating teacher would have to agree to continue to supervise that student until the time is made up. When the student teacher completes the work, the cooperating teacher and supervisor will be responsible for submitting revised reports so that a grade change can be processed.

Absences: Days 26 or more

If a student teacher misses 26 or more days of student teaching without an official WD, that student will fail student teaching for the semester and must reapply for an additional semester. The Office of Field Experiences, in concert with the local district, will decide whether the student can student teach in the same school or will have to be assigned to a different school.

POLICY 2.11 AT RISK TEACHER CANDIDATES

Teacher candidates identified as in jeopardy of receiving a provisional pass or failing grade in practicum or student teaching must be observed by a full-time faculty member from the appropriate department or program within two weeks of notification of the problem by the Director of the Office of Field Experiences.

Teacher candidates who receive a failing grade or a provisional pass must meet with the Department Chair or his/her designee to determine permission to continue in the program.

POLICY 2.12 REMOVAL FROM FIELD EXPERIENCE PLACEMENTS

The Office of Field Experiences, in concert with the appropriate academic department, can recommend removal of a teacher candidate from a placement if one or more of the following conditions exist:

- unexcused absences for two (2) weeks;
- inability to function appropriately leading to dismissal by cooperating school;
- lack of appropriate performance and/or persistent negative behavior;
- unethical behavior; and/or
- any other inappropriate or unprofessional behaviors.

POLICY 2.13 REPEATING FIELD EXPERIENCE PLACEMENTS AND/OR SEMINAR

Placements

Teacher candidates may repeat their field experience once if they do not complete it for one of the following reasons:

- are requested to withdraw by the school district or college supervisor because of poor performance;
- have urgent health reasons;
- have urgent family circumstances or other extenuating circumstances;
- do not receive a grade of “pass” upon completion of field experience.

In order to repeat a field experience, teacher candidates must:

- have permission from the Director of the Office of Field Experiences, in consultation with the college supervisor and other appropriate department faculty;
- complete the field experience within a two-year period from the date of withdrawal or the date of receiving a grade of “fail”;

- agree to follow any recommendations for improvement emanating from the program offering certification.

-

Teacher candidates who fail a field experience must re-register for and repeat any seminar class that is offered in conjunction with field experience. Teacher candidates repeating field experiences will be assigned a full-time William Paterson University faculty supervisor.

If removal is the result of unethical conduct, criminal activity, extreme incompetence or professional dispositions unbecoming an educator, as stated in the NEA, CEC or other accepted professional codes of ethics, the student may be denied the opportunity to repeat the field experience.

Seminar

Teacher candidates who fail seminar but pass a field experience must repeat that seminar during the next semester in which it is offered. If the seminar grade is included with the field experience grade, the student will receive an "IN" (incomplete) grade for field experience/seminar. Once the teacher candidate has successfully completed seminar, the student notifies the instructor who then will submit a change of grade form.

POLICY 2.14 MISCELLANEOUS POLICIES

College Supervisors

Supervisors of practicum students and student teachers must have Masters Degrees and be certified in the areas in which they supervise (or as supervisors under certain circumstances).

A. Practicum

Practicum observations and seminars are determined on a department or program basis. There is a Final Report in which the college supervisor considers the Cooperating Teacher's Report and his or her own evaluation in assigning practicum students a grade of Pass, Fail or Incomplete.

B. Student Teachers

Supervisors are required to observe student teachers every other week, or a minimum of eight (8) times. College supervisors are required to complete an Interim Report and a Final Report. The Interim Report does not become part of the student teacher's permanent record. The Final Report, in which the college supervisor considers the Cooperating Teacher's Report and his or her own evaluation, becomes an important document that is used by the Office of Certification for certification eligibility. The college supervisor assigns a student teaching grade of Pass, Fail, or Incomplete.

Cooperating Teacher: The cooperating teacher must be fully certified, have at least three years experience as a teacher and meet the Office of Field Experience recommended criteria for selection of cooperating teachers.

Substituting: Some school districts may wish to use very competent student teachers as substitutes whenever a regular teacher is absent. However, the college 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 student teachers as substitutes is inconsistent with this purpose and is of questionable legality.

Policy 2.15 VISITING STUDENT TEACHERS

The College of Education only accepts visiting student teachers from other NCATE approved institutions for guest placements where the students are in good standing.

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

- Have a minimum cumulative GPA of 2.75 from an accredited NCATE institution
- Submit a letter of recommendation from his/her academic department/university
- Be interviewed by the Director of Field Experiences
- Submit a completed application for Visiting Student Teacher
- Complete a WPU field placement application
- Register for student teaching at the sending institution
- Make payment of fees to Office of Field Experiences, William Paterson University for supervision, cooperating teacher, supervisor travel and other costs by August 1st for Fall semester placement or November 1st for Spring semester placement.

Source

National Council for Accreditation of Teacher Education. (2002). *Professional standards for the accreditation of schools, colleges and departments of education*. Washington DC.

APPENIDIX G

Practicum/Student Teaching Withdrawal Process

PRACTICUM/STUDENT TEACHING

The following procedures apply and govern the Practicum/Student Teaching Field Experience withdrawal process.

- > The student who is registered for Field Experience and is required to leave that experience by request of the school district or the university; will be considered for a grade of "F" or "WD" based on circumstances.
- > The circumstances which initiated the request will be reviewed by the Office of Field Experience, the College of Education department in which the student is enrolled and the Dean. **Students are subject to all academic and financial regulations that govern grading and refunds.**
- > **If the Office of Field Experience requires the student to re-register for Field Experience in a subsequent semester, registration and payment are required.**
- > A student who voluntarily contacts the Office of Field Experience and/or the Chair of student's College of Education department to request a withdrawal from that experience during the semester in which it is taken is subject to all academic/financial regulations that govern.
- > Extenuating circumstances such as medical may be considered by the Office of Field Experience, the department and the Dean upon receipt of request. The request for withdrawal is then forwarded to the Office of the Registrar to be processed. A circumstantial letter of consideration may accompany the request for withdrawal.
- > A student who is registered for Field Experience in a semester and requires additional time to satisfy those requirements may be issued an "Inc" **provided the time required to satisfy requirements does not extend beyond 30 days into the next semester in accordance with University policy.** If more than 30 days are required, the student should be referred to the Director of Field Experience for resolution (grading is required).

Comments

It is essential that students who are required or voluntarily withdrawn from the Student Teaching Field Experience have the grading matter resolved within the semester that they registered.

To permit a student to return to Student Teaching in a subsequent semester without officially having re-registered for that experience creates an academic, financial, safety, health and liability issue for the student and the University. Therefore, to afford the student and the University the appropriate legal protection, a record of registration must be on file and available upon request.

Office of the Registrar

11/03

APPENDIX H

Expectations

**WILLIAM PATERSON UNIVERSITY
OFFICE OF FIELD EXPERIENCES**

Expectations for Student Teachers and Practicum Students

To be reviewed and signed during the initial meeting between the student cooperating teacher and university supervisor.

Overview:

The first visit between the student, cooperating teacher and university supervisor is to review expectations and procedures (see Handbook); communicate and collect emergency contact information and set up observation schedules (2 for practicum & 8 for student teaching).

Cooperating teacher received a copy of the Practicum/Student Teaching Handbook and the student has printed a copy.

The Practicum/Student Teaching Handbook, including the *Guide for the Student Teaching Experience*, was reviewed and discussed.

After each observation there will be a post-observation conference to discuss strengths, areas for improvement and goals for the next observation. These will be done as a triad when possible. Plans for a joint observation (cooperating teacher and university supervisor) were made.

The cooperating teacher and supervisors have exchanged contact information and will communicate frequently about your performance.

Attendance:

Be on time and follow the school district's time schedule.

Notify the cooperating teacher and university supervisor immediately of any unavoidable absence.

Planning:

Provide a written lesson plan (in the recommended format) to the cooperating teacher and university supervisor at least two days before date of lesson, so that it can be reviewed and feedback can be provided.

Discuss classroom management and any different techniques planned to be used by the student beforehand.

Use the resources located in the school, but also show initiative in finding outside resources such as those available in the WPUNJ Curriculum Library.

Check with the cooperating teacher before making important decisions (e.g., parent communications, grades, tests and assignments, snacks and allergies).

Put up and take down monthly bulletin board displays.

Follow the district/cooperating teacher's curriculum and schedule.

Be familiar with the New Jersey Core Curriculum Content Standards.

Dispositions:

Display a positive attitude and dedication to teaching.

Be familiar with and follow all school district policies (e.g., report cards, dress, field trips, demonstrate confidentiality and behave in a professional manner at all times.

Seek to improve teaching skills and ask for both positive feedback and constructive criticism

Treat all children equitably – with caring and fairness. (This is especially important given diverse school populations.)

A copy of this form must be submitted to the Office of Field Experiences and be signed by the student teacher, cooperating teacher and university supervisor.

STUDENT TEACHER _____ DATE _____

COOPERATING TEACHER _____ DATE _____

UNIVERSITY SUPERVISOR _____ DATE _____

APPENDIX I

A GUIDE FOR THE STUDENT TEACHING EXPERIENCE

LIST OF EXPERIENCES FOR THE STUDENT TEACHER

**William Paterson University
College of Education
Office of Field Experiences**

A GUIDE FOR THE STUDENT TEACHING EXPERIENCE

<u>Week(s)</u>	<u>Activity</u>
1, 2	Observe cooperating teacher teaching, become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans, work on bulletin board.
3	Begin teaching a class. Continue observing and assisting cooperating teacher, i.e., grading papers, recording grades in grade book. Begin developing lesson plans for a two week unit, etc. May observe other quality teachers in the building.
4	Increase teaching load.
5	Begin teaching many of the classes. Cooperating teacher still stays in the classroom.
6	Cooperating teacher leaves each class for short period of time. Student teacher knows where the cooperating teacher is at all times (in case of classroom emergency).
7	Cooperating teacher gradually increases time away from each class.
8	Student teacher is teaching all day. The student teacher performs all teacher responsibilities such as lesson planning and recording grades after discussions with the cooperating teacher.
9-14	The student teacher is teaching all day and has assumed all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences. The cooperating teacher is away from the classroom except for the amount of time needed to observe the student teacher and be assured that students are learning. The cooperating teacher and student teacher meet daily to discuss the day's accomplishments, tomorrow's lesson plans, best methods of presentation, areas for improvement, etc. The student teacher always knows where the cooperating teacher is in case there is a classroom emergency.
15	Student teacher gradually turns all classes and responsibilities back to the cooperating teacher. The student teacher observes the last day of the week, usually Friday. May observe other quality teachers in the building.
16	Student teacher writes a thank-you note to the cooperating teacher and principal.

NOTE: This is a guide only. The philosophy of the cooperating school, the style of the cooperating teacher, the maturity of the student teacher, etc., will determine the actual student teaching program for each WPU student. Please see handbook for responsibilities not necessarily mentioned in this guide that are considered essential during the student teaching experience.

Approved by School Council, December 9, 1994.

**William Paterson University
College of Education
Office of Field Experiences**

A LIST OF EXPERIENCES FOR THE STUDENT TEACHER

- Observe your Cooperating Teacher
- Observe Teachers Recommended by the Cooperating Teacher
- Perform Clerical Tasks for your Cooperating Teacher
- Develop and Use Daily Lesson Plans - Prepare Lesson Plans for a Two Week Unit
- Grade Papers - Prepare and Use Your Own Grade Book

Learn How School Operates

- | | |
|-----------------------------|-----------------------------|
| • Attendance Procedures | • Grade Cards |
| • Fire Drills | • Lunch Room Operation |
| • Parent Conferences | • Athletic Events |
| • PTA or PTO Meetings | • Lounge Protocol |
| • Staff Meetings/In-Service | • Staff's Social Events |
| • Staff Handbook | • Staff Parking Regulations |
| • Discipline Procedures | • Library Rules |
| • Emergency Plans | • Assemblies |
| • Student Record Procedures | |

Use Available Technology

Prepare Bulletin Boards

Teach Students

Develop Skills in Duties Outside the Classroom

- | | |
|--------------------------|-------------------------------|
| • Hall Supervision | • Field Trip Supervision |
| • Lunchroom Supervision | • Club Sponsor |
| • Playground Supervision | • Sell Athletic Tickets |
| • Recess Supervision | • Participate in Fund Raisers |
| • Study hall Supervision | |

Note: This is a list of common experiences in elementary and secondary schools. Due to the uniqueness of each assignment, student teachers will not experience all of the activities listed. Also, student teachers may experience activities not listed above.

APPENIDIX J

Early Childhood Education (P-3) Field Experiences

**EARLY CHILDHOOD EDUCATION (P-3)
FIELD EXPERIENCES
INFORMATION FOR STUDENTS, COOPERATING TEACHERS &
UNIVERSITY SUPERVISORS**

The philosophy of education for our P-3 program is based on the tenets of Froebel, Dewey, Piaget, Erikson, Vygotsky, Bloom, and Gardner. We aim for our students to understand and practice developmentally appropriate teaching strategies and practices, and constructivist approaches. P-3 students are learning to support active learning, use positive approaches to classroom management, how to integrate content areas and develop cultural sensitivity to the needs and values of all children and their families. We expect students to develop and use teaching strategies to accommodate varied learning styles and to promote divergent thinking in a safe, healthy, and nurturing child-centered environment.

CIEC 200 (The Early Childhood Field Experience I) is the initial early childhood field experience and is taken concurrently with 2 other early childhood courses. Students are placed in approved classrooms for 1 day per week for 12 weeks. The placement is used to give students a beginning understanding of teaching practices through working under the guidance of an experienced and competent teacher. This is not an observational experience but one in which the student should gain experience in interacting with individual, small and large groups of children and in planning and implementing lessons. After the initial 2 days of observation and interaction with children, in consultation with the Cooperating Teacher, the student should come to the classroom each week prepared to lead a small or large group in an activity (read a story, implement a lesson, lead a circle time or morning meeting, etc.). Each week the Cooperating Teacher should assign students varying parts of the day and lessons/activities to plan. The Cooperating Teacher provides the student with ongoing feedback and assistance.

Specific expectations for the CIEC 2000 field students are as follows:

1. Arrive at their placement on time and ready to assist the teacher.
2. Gain experience teaching the group at least 6 times over the course of the semester.
3. Develop and use a prop box to accompany a theme, project, or concept that the children are working on.
4. Develop and implement at least one lesson plan in literacy/language arts.
5. Develop a literacy newsletter for parents.
6. Maintain a weekly reflective journal

The student is assigned a University Supervisor who will complete at least two observations of the student over the course of the semester. Students are expected to submit their lesson plan to the Supervisor prior to the observation. The supervisor meets with the student following the observation to provide feedback and assistance. She will also discuss the student's progress with the Cooperating Teacher.

CIEC 3000 (Practicum in Early Childhood Education) is the second early childhood field experience and is taken concurrently with 4 early childhood courses. Students are placed in approved classrooms for 2 full days per week for 10 weeks, culminating with 2 full weeks.

Following the initial couple of weeks of interacting with children and assisting the Cooperating Teacher, the student should progressively assume teaching responsibility for varied portions of the day. This is an opportunity for the student to develop classroom management skills, improve planning, and gain frequent experience in leading whole and small group activities. This practicum experience is designed for the student to gain a deeper understanding of the role of the teacher and practice appropriate teaching strategies in all subject areas. Students are also required to complete and implement assignments from their coursework (e.g. a child study, teaching a song, etc.). In consultation with the Cooperating Teacher, the student should plan to assume complete responsibility for planning and implementing an integrated thematic project for at least two full days during the final two full time weeks of the semester. The cooperating teacher provides the student with ongoing feedback and assistance over the semester.

Specific expectations for the CIEC 3000 field students are as follows:

1. Arrive at their placement on time and ready to assist the teacher.
2. Assume progressive responsibility for planning and teaching varied lessons and portions of the day. Gain experience teaching the whole group at least 12 times over the course of the semester.
3. Teach the children a song.
4. Read an appropriate book to the children and plan and implement a follow-up creative activity.
5. Write a poem with children.
6. Complete a child study on one child.
7. Plan and implement at least one integrated math lesson.
8. Plan and implement at least one integrated science lesson.
9. Plan and implement an integrated thematic project for at least two full days during the final two full time weeks of the semester.
10. Attend any faculty meetings, professional development workshops and parent activities occurring on days of their placement.
11. Maintain a weekly reflective journal.
12. Meet regularly with the cooperating teacher for feedback and assistance.

The student is assigned a University Supervisor who will complete at least two formal observations of the student over the course of the semester. Students are expected to submit their lesson plans to the Supervisor prior to the observation. Normally, s/he will observe once during the final two intensive weeks. The supervisor meets with the student following the observations to provide feedback and assistance. S/he will also discuss the student's progress with the Cooperating Teacher.

EDUC 4140 (Student Teaching Internship and Seminar) is the final field experience and the capstone of the student's pre-service education. This semester long full-time experience is designed to involve the student teacher in gaining additional skills and practice in teaching. The experience closely supervised by the Cooperating Teacher and University Supervisor. The experience begins with observation and progresses to taking over one or more subjects and daily activities leading to 'full-time' teaching.

In addition to general expectations for all WPU student teachers and checklists as outlined in the Student Teaching Handbook, specific in-field expectations for EDUC 4140 students are as follows:

1. Arrive at their placement on time and ready to work with children.
2. Assume progressive responsibility for planning and teaching varied lessons and portions of the day.
3. Assume full-time teaching responsibility including planning and implementation for three to six weeks of the semester based on the level of skills of the student.
4. Plan and implement at least one integrated thematic project for at least one-full week.
5. Submit lesson plans to the University Supervisor prior to each of the eight formal observations.
6. Attend faculty meetings, participate in parent conferences and open houses, and in school professional development activities.
7. Develop original or creative plans/materials to implement lessons and projects.
8. Complete ongoing assessment of children's development and learning.
9. Develop at least one parent newsletter.
10. Participate in at least weekly conferences with cooperating teacher to reflect on your teaching and receive feedback, and to discuss planning.
11. Maintain a weekly reflective journal.
12. Gather artifacts of your competence for assessment portfolio. Portfolios are submitted to the P-3 coordinator at least one month prior to the end of the semester. Exact due dates and procedures are distributed to students at the start of the semester. Additional guidance, information and rubric is provided in the P-3 Handbook.

The student is assigned a University Supervisor who completes at least eight formal observations of the student over the course of the semester. Students are expected to submit their lesson plans to the Supervisor prior to each observation. The supervisor meets with the student following the observations to provide feedback and assistance. S/he will also discuss the student's progress with the Cooperating Teacher. Mid-term and final evaluations are completed by the Cooperating Teacher and the University Supervisor.

APPENDIX K

LIST OF PROFESSIONAL ORGANIZATIONS

LIST OF PROFESSIONAL ORGANIZATIONS

American Alliance for Health, Physical Education Recreation and Dance (AAHPERD)
1900 Association Drive, Reston, VA 20191; 1-800-213-7193
www.aahperd.org

American Association of Colleges for Teacher Education.
1307 New York Ave., N.W. Suite 300 | Washington DC 20005-4701 Tel: (202) 293-2450
www.aacte.org

American Educational Research Association (AERA)
1230 17th Street N.W., Washington, DC 20036; 1-202-223-9485
www.aera.net

Association for Childhood Educational International (ACEI)
17904 Georgia Avenue, Suite 215, Olney, MD 20832; 800-423-3563
www.udel.edu

Association for Educational Communications and Technology (AECT)
1800 N. Stonelake Drive, Suite 2, Bloomington, IN 47408; 1-877-677-AECT

Association of Teacher Educators (ATE)
1900 Association Drive, Suite ATE, Reston, VA 20191; 703-620-3110
www.ate1.org

American Association of Colleges of Teacher Education (AACTE)
1307 New York Ave, NW, Suite 300, Washington, DC 20005-4701; 202-293-2450
www.aacte

Council for Exceptional Children (CEC)
1110 North Glebe Rd., Suite 30, Arlington, VA 22201-5704; 1-888-CEC-CPED
www.cec.sped.org

International Reading Association (IRA)
800 Barksdale Road, PO Box 8139, Newark, DE: 19714
www.reading.org

National Art Education Association
1916 Association Drive, Reston, VA 20191-1590; 1-703-860-8000
www.naea-reston.org

National Association of Bilingual Educators
1220 L. Street, N.W., Washington, DC 20005-4018; 1-202-898-1829

National Association for the Education of Young Children
1509 Sixteenth Street, N.W., Washington, DC 20019; 1-800-424-2460
www.naeyc.org

LIST OF PROFESSIONAL ORGANIZATIONS – Con't

National Council for the Accreditation of Teacher Education (NCATE)
2010 Massachusetts Ave., N.W., Suite 500, Washington, DC 20036; 1-202-466-7496
www.ncate.org

National Council for the Social Studies (NCSS)
8555 Sixteenth Street, Suite 500, Silver Spring, MD 20910; 1-301-588-1800
www.ncss.org

National Council of Teachers of English (NCTE)
1111 W. Kenyon Road, Urbana, IL 61801; 1-800-369-6283
www.ncte.org

National Council of Teachers of Mathematics (NCTM)
1906 Association Drive, Reston, VA; 703-620-9840
www.nctm.org

National Education Association (NEA)
1201 Sixteenth Street, N.W., Washington, DC 20036; 1-202-833-4000
www.nea.org

National Middle School Association (NMSA)
4151 Executive Parkway, Suite 300, Westerville, OH 43081; 1-800-528-6672
www.nmsa.org

National Science Teachers Association (NSTA)
1840 Wilson Boulevard, Arlington, VA 22201-3000; 703-243-7100
www.nsta.org

New Jersey Education Association (NJEA)
PO Box 1211, Trenton, NJ 08607; 609-599-4561
www.njea.org

Teachers of English to Speakers of Other Languages
700 S. Washington Street., Suite 200, Alexandria, VA 22314-4287; 1-703-836-0774
www.tesol.org

APPENDIX L

NJEA Student Membership Information

New Jersey Education Association

How To Join:

As a student in a New Jersey college or university preparing to enter teaching, membership in Student NJEA is yours for \$32.

The Student Member application form is found on:

<http://www.njea.org/members/student-members>

Questions or comments? Email - Students@njea.org .

FALL CONFERENCE - November 8 & 9 – Atlantic City Convention Center

Top 10 Reasons to Attend the Convention

1. Great Public Schools - Light the Future Experience NJEA's vision for the future. You'll return to school feeling rejuvenated, inspired, and better prepared to help New Jersey's children achieve, build, and create a successful future.
2. Networking. You will have an opportunity to network with colleagues from all across the state at the world's largest education gathering.
3. Hundreds of Professional Development Programs
4. Over 800 Exhibits
5. NJEA Services Center –NJEA staff are on hand to show you the many services and programs offered by NJEA, and NEA.
6. A Showcase of Excellence - NJEA honors the best in New Jersey public school graduates at the Awards for Excellence and New Jersey teachers at the Celebration of Excellence.
7. Good Ideas Forum - Talk one on one with experts in your professional field.
8. Exhibit Floor - shop for the many exciting ideas and materials for your classroom.
9. Lots of Exciting Entertainment - NJEA has lined up two evenings filled with exciting entertainment.
10. Easy Transportation - NJ TRANSIT is running a special train on Thursday and Friday morning -- the NJEA Express.

APPENDIX M

College of Education Clubs and Societies

College of Education
William Paterson University
Clubs and Societies

Clubs

1. **Education Club**

Goal: Increased participation in community services and professional related activities.

Membership Requirement: Current WPU Student.

Faculty Advisor: Dr. Sue Mankiw

2. **Graduate Education Student Organization**

Goal: Communication among graduate students and between graduate students and institution; preparation for doing research; networking.

Membership Requirements: Current WPU Graduate Student

Faculty Advisor: Dr. Rochelle Kaplan

3. **Student Council for Exceptional Children**

Goal: To prepare exceptional children to meet the demands of today.

Membership Requirements: Current WPU Student

Faculty Advisor: Dr. Peter Griswold

Societies

1. **Kappa Delta Pi** - Zeta Alpha Chapter

Goal: An International Honor Society in Education organized to recognize excellence in education.

Membership Requirements: By invitation-based on high academic achievement, commitment to education as a career as well as professional and personal attitudes toward life and teaching. Applications available. Minimum GPA's: Sophomore 3.45; Junior 3.35; Senior 3.30; Graduate 3.50.

Faculty Advisor: Dr. Alison Dobrick

2. **Pi Lambda Theta** - Beta Chi Chapter

Goal: an International Scholastic Honor Society.

Membership Requirements: 3.5 GPA as well as appropriate letters of recommendation are required.

Faculty Advisor: Dr. Alison Dobrick

APPENDIX N

State Regulations for Teacher Preparation Programs

CERTIFICATION IN NEW JERSEY

Definitions

There is a wide variety of endorsements available in New Jersey. The following terms should help the applicant when seeking employment in the state.

• **CERTIFICATE** means one of three types of credentials that the Board of Examiners issues which permits an individual to serve as a teaching staff member.

- Instructional
- Educational Services
- Administrative

The Board of Examiners will issue a separate endorsement for each subject area that falls under a specific type of certificate. The endorsement shall be considered part of that certificate.

• **ENDORSEMENT** means the specific subject area in which a certificate holder is authorized to serve. See a complete list of endorsements in Appendix G.

New Jersey's Three-Step Certification Process for Novice Educators

STEP 1: Establishing Eligibility – Certificate of Eligibility and Certificate of Eligibility with Advanced Standing

Certificate of Eligibility (CE): a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.

- or -

Certificate of Eligibility with Advanced Standing (CEAS): a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

NOTE: In addition to the following, see Appendix E and F for more detailed information regarding eligibility requirements.⁴

STEP 2: Legalizing Employment and Induction – Provisional Certificate

Provisional Certificate: a two-year certificate issued to candidates who have met the requirements for initial employment (holder of a CE or CEAS) and are employed and part of a state-approved district training program or residency leading to standard certification.

STEP 3: Becoming Permanently Certified – Standard Certification

Standard Certificate: a permanent certificate issued to persons who have met all certification requirements.

Requirements for a Standard Instructional Certificate

1. Bachelor's degree from a regionally accredited college or university.
2. A baccalaureate degree, post-baccalaureate program or advanced degree conferred:
 - a) before September 1, 2004 with a cumulative grade point average (GPA) of at least 2.50, when a 4.0 equals an A grade;
 - b) on or after September 1, 2004 with:
 - a GPA of at least 2.75;
 - a GPA below 2.75, but at least 2.50 when a GPA of 4.0 equals an A grade, and where the candidate's score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more; or
 - a GPA that is 3.50 or higher, when a GPA of 4.0 equals an A grade, but where the candidate's score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent.
3. Passing score in Praxis or School Leadership Series test(s) for secondary teaching. See information on test requirements in Appendix D for details and for exceptions.
4. For the elementary school endorsement, complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science. For subject area endorsements, complete at least 30 credits in a coherent sequence of courses appropriate to the instructional area. At least 12 semester-hour credits must be at the advanced level of study, including junior, senior or graduate level study. (For requirements of other areas of certification, visit our website: <http://www.nj.gov/education/educators/license/>).
5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9, including the effects of narcotics and alcohol. The examination is administered at the county offices of education. In lieu of this examination, the applicant may present basic military training or college level study in areas such as biology, health or nutrition.
6. Successful completion of one of the following:
 - the Provisional Teacher Program (induction/mentoring for alternate route or traditionally prepared first-year teachers)

or

 - a state approved college teacher preparation program and one year of full time teaching under a valid state license.

APPENDIX O

**Capitalize On Your Field Experiences
To Land That First Job**

Capitalize on Your Field Experiences to Land that First Job!

Your search for that special “First Job” begins earlier than you think! Field experiences play an important role in landing your first teaching position. Administrators are more interested in the feedback from cooperating teachers and university supervisors than in GPA or any other criteria. Good field experiences result in excellent references that will help you get an interview and ultimately that beginning job.

Your cooperating teacher is critical to your success. Don't be afraid to ask questions. You are there to learn, to absorb as much knowledge as you can. Do not try to show them up or criticize them or their teaching skills. Be willing to do whatever is asked of you, with a smile on your face, and do it well. Express your appreciation for their support. If your cooperating teacher likes you, they will be more willing to help you to develop and grow as a teacher.

Twelve tips for making the most of your Field Experiences:

- 1) **DO A GOOD JOB!** – How you begin your field experience will leave a lasting impression on all you come in contact with including the cooperating teacher, other teachers, students, administrators and parents. Before you begin your field experience, learn as much as you can about the school district. Review printed materials, the website and speak to individuals living within the district for their insight. Meet the school's expectations by being on time, dressing appropriately, being positive and of course, professional! Be prepared to come in early and stay as late as necessary. Remember it is important to interact with all school personnel, not just teachers. You will set the stage for how others respond to you by how you perform and communicate with others. All the other tips that follow are contingent upon this one.
- 2) **GET INVOLVED BEYOND YOUR CLASSROOM** - Look for opportunities such as tutoring after school, coaching, writing for the school newsletter, helping with a concert or other school-wide event. Administrators are impressed with anyone who goes “above and beyond” what is required. Coaching is one of those areas that is often the deciding factor in a hire when a principal needs an English teacher and a woman's basketball coach.
- 3) **SEEK OPPORTUNITIES TO EXPAND YOUR KNOWLEDGE** –Build on prior coursework through practical experience in areas such as standards and testing, behavior management and children with special needs. There will definitely be questions about these topics in your interviews. For example, participation in Child Study Team meetings shows your degree of involvement with your students and provides you with extra insight in collaborating with others to help students succeed.

- 4) **CREATE A STRONG MARKETABLE RESUME** – In planning your resume remember that there are activities in your student teaching, which are expected of you such as developing and teaching lessons, bulletin boards, marking papers and participating in parent-teacher conferences. Think “beyond the box” when describing your student teaching experience. What did you do that was more than was expected? The development of a resume takes time. Don’t wait until the end of the student teaching semester to begin the process. Many campus Career Services Offices regularly sponsor “On-Campus Recruiting” where school districts come to the university to conduct interviews. Your resume must be submitted early to take advantage of these programs.
- 5) **TAKE ADVANTAGE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES**- Often you will be required to attend in-district staff development workshops during your field experience. When possible, attend additional professional development seminars and conferences to enhance your knowledge of content and/or pedagogy. Join professional organizations reflecting your academic area or those that interest you. Your participation demonstrates to administrators your desire to be a lifelong learner.
- 6) **DESIGN AND REFINE YOUR PORTFOLIO** - Begin to collect artifacts in your early field experiences. Remember to keep copies of everything and to take pictures. When you reach student teaching you can reflect on everything you have done and then focus your presentation portfolio on what you have done really well. Be prepared to talk in depth about anything in your portfolio. Portfolios are not only used in teacher education to get that first job, but also by experienced teachers to obtain National Board Certification.
- 7) **ASK PRINCIPAL FOR A MOCK INTERVIEW** - Practice before the interview with peers. Ask for feedback on how you responded to questions as well as your appearance. Bring your cover letter, resume and portfolio to share during the interview so that you also receive feedback on them.
- 8) **ASK THE PRINCIPAL TO OBSERVE YOU TEACHING** – Ask a principal or other administrator to observe you teaching a lesson and ask them for their feedback. If you did not perform as well as you might have liked, ask if he/she would observe you again at a later date once you have had the chance to incorporate their suggestions. If the administrator is favorably impressed, this can provide you with an additional reference or possibly a job in that school if there is an opening. Principals also know other principals and can often help you network.

- 9) LOOK FOR UNIQUE OPPORTUNITIES FOR FEEDBACK – Consider asking the students to evaluate how you did as a practicum student or student teacher. What did they like and what suggestions do they have for you. You might want to include their evaluations in your portfolio along with those of the cooperating teacher and university supervisor. If you have worked closely with other school personnel consider asking them to observe you teach and possibly serve as a reference.
- 10) DEVELOP AN AREA OF EXPERTISE – Highlight any areas of expertise and demonstrate them during your field experience. These might include knowledge of the writing process, reading, technology, drama, science or math. You could become the resident expert in your school for integrating technology or the stage manager for a school production.
- 11) PLAN YOUR GOODBYES – Think about how you will say goodbye to the students and the staff at the school. Write thank you notes and plan to purchase any goodbye gifts. Firm up any plans to revisit.
- 12) BEGIN TO DEVELOP YOUR OWN THEORIES AND BELIEFS- Once you have been exposed to theories and beliefs of your cooperating teacher and others within your school, begin to develop your own philosophy of education and strategies for classroom management. Write these in your journal and test them out in your classroom teaching. As the semester progresses, reflect upon them and re-evaluate your philosophy and viewpoints. These are often typical questions asked of you in an employment interview.

Don't forget to take advantage of your Career Services Office. Get advice on job hunting, and your resume and cover letter as you develop them. Be prepared to participate in job fairs, virtual job fairs, and on-campus interviews. Put your resume in the university database in order to take advantage of any interview possibilities.

Successful practicum students and student teachers become an integral part of a school. As members of that learning community they will be considered first for any openings for teachers that become available IF they have been doing a good job! You have an advantage over all the resumes coming in because the staff and administration in that school know you! At the end of four months, principals know if you are willing to go above and beyond what is required. They have had the chance to observe your interactions with students, parents and school personnel. You have an advantage by virtue of your placement in the schools so don't forget to CAPITALIZE on your FIELD EXPERIENCES.

Sharon Rosengart, Associate Director, Career Development Center
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William Paterson University, New Jersey

NEW JERSEY DEPARTMENT OF EDUCATION

The New Jersey Department of Education – www.state.nj.us/education/

Department Overview

- Abbott Implementation
- Administrative Code
- Adult Education
- Bilingual Education
- Charter Schools
- Community Services
- Early Childhood Education
- Educational Technology
- Finance
- Grants
- Innovative Programs
- Licensing
- NJ Education Statistics
- NJPEP - Virtual Academy
- NJ School Law
- Nonpublic School Services
- Professional Development
- School Choice
- School Ethics
- School Facilities
- School-to-Career
- Special Education
- Standards & Assessment

NJHIRE

NJHire is the Interactive Education Recruitment Network of the State of New Jersey

To contact NJHire E-Mail: njhire@doe.state.nj.us

For technical support E-Mail: njhire@usteach.com

The New Jersey Teacher Recruitment Initiative was established by the New Jersey State Department of Education to recruit qualified individuals to the teaching profession in order to improve the quantity and quality of New Jersey's teaching force.

NJHire, the cornerstone of the Teacher Recruitment Initiative, is a one-stop information and referral recruitment center for individuals who may be interested in a teaching career. NJHire offers a variety of informational and advisor-assisted services to prospective teachers.

Looking For Jobs?

Personal Search Service (PSS)

Search for Jobs

Search for Ed-Events

Post Your Resumes

Post Your Applications

APPENDIX P

Criteria for Recommending a Cooperating Teacher

WILLIAM PATERSON UNIVERSITY
OFFICE OF FIELD EXPERIENCES

Criteria for Recommending a Cooperating Teacher

- ☀ Teacher is a model educator.
- ☀ Has a minimum of three (3) years experience as a classroom teacher.
- ☀ Has proven success with student achievement.
- ☀ Understands how to work with and mentor an adult learner.
- ☀ Is an excellent communicator and listener.
- ☀ Is able to articulate the skills needed to become a successful teacher.
- ☀ Has the skills to provide constructive feedback based on observations.
- ☀ Has a positive impact on student learning.
- ☀ Encourages exploration, experimentation and innovation.
- ☀ Is current on educational issues and practices and considers themselves to be lifelong learners.
- ☀ Is an active member of the school community, e.g., serves on school committees, attends school functions.
- ☀ Positive Attitude.
- ☀ Willingness to share and work collaboratively.

APPENDIX Q

Collaborative Field Experience Agreement Between William Paterson University and the School District

COLLABORATIVE FIELD EXPERIENCE AGREEMENT
Between
WILLIAM PATERSON UNIVERSITY and the SCHOOL DISTRICT

It is agreed that the College of Education at William Paterson University (WPU) and the College District (listed on the form) have joined together to offer a student teaching field experience program for the education student (listed on the form).

The University commits itself to the following:

1. To insure that the student has met all academic requirements as prerequisites to this experience;
2. To send to the cooperating teacher a handbook manual, and all necessary evaluative material;
3. To provide support services, through a seminar, for the student;
4. To assign a university field supervisor whose responsibilities include observing the university student teachers eight times and practicum students two times, meeting with the cooperating teacher, advising the student on ways to improve, and being responsible for issuing the field experience grade;
5. To pay an honorarium to the cooperating teachers of student teachers and provide Professional Development hours. To provide appropriate Professional Development hours to the cooperating teachers of practicum students.
6. To notify the school immediately, followed by written notification to the district office, if the university student is to be removed from the school classroom.

The School District commits itself to the following:

1. To provide a classroom facility where the student will practice teaching students in the School District;
2. To recommend a cooperating teacher using the enclosed WPUNJ Criteria for Recommending a Cooperating Teacher. The university makes final decisions regarding CT selection in collaboration with schools based on their recommendations;
3. To provide a quality learning experience for the university student which is jointly planned by the cooperating teacher and university supervisor;
4. To assist the university student with daily plans and presentations, observe the actual teaching and offer feedback for improvement;
5. To submit interim and final reports to the WPU Office of Field Experiences;
6. To detail in writing to the Director of The Office of Field Experiences the reasons for the termination of a student's field experience by the school.

Both the University and School District will abide by the Family Educational Rights and Privacy Act which prohibits the disclosure of student records to unauthorized third parties.

This Agreement shall exist for the duration of time that the education student is functioning in the field experience program in the School District. This Agreement shall terminate at the time the education student completes or is removed from the School District field experience assignment.

Both parties commit to this Agreement because it is an essential step in preparing future teachers who will help School Districts continue to offer a quality education program for their students.

APPENDIX R

What is Co-Teaching?

What is Co-Teaching?

Co-teaching like student teaching is when two (or more) educators share instructional responsibility for a single group of students primarily in a single classroom or workspace to teach required curriculum with mutual ownership, pooled resources, and joint accountability although each individual's level of participation may vary.

- **One Teach, One Observe:** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
- **Station Teaching:** In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently.
- **Parallel Teaching:** On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.
- **Alternative Teaching:** In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.
- **Teaming:** In teaming, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.
- **One Teach, One Assist:** One person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

· *Source: Co-teaching: Concepts, Practices, and Logistics – Dr. Marilyn Friend – August, 2006*

Co-Teaching and Field Experiences:

Co-Teaching approaches in student teaching are the lead-up to students taking over full responsibility for a classroom. When the student teacher takes over responsibility he/or she will be responsible for making sure that the cooperating teacher and aides are fully engaged utilizing alternative teaching , one teach and CT observe, etc.

With the rise in inclusion in all districts our students will often have other adults in their classroom and need to understand the variety of ways that they can be utilized to meet the needs of students and differentiate instruction (Note-our weakest area for years on the Twenty Competencies).

Co-teaching also emphasizes to cooperating teachers that they need to stay engaged in teaching. They can't leave for 6-8 weeks or just sit at their desk disengaged. Schools expect their teachers to be involved in alternative teaching, etc. when our students take over the classroom.

For practicum students discussion of co-teaching provides them with professional vocabulary to describe the ways they are participating in the classroom when not fully responsible.

APPENDIX S

Supervisor Criteria and Job Description

WILLIAM PATERSON UNIVERSITY
College of Education
Office of Field Experiences

Qualifications:

1. New Jersey Department of Education Permanent Teaching Certification;
2. A minimum of five (5) years experience in the area(s) of certification;
3. Master's Degree;
4. Administrative Certification – supervisory experience preferred.

ROLE OF THE STUDENT TEACHER SUPERVISOR

1. Attend orientation program and meet with assigned student teachers.
2. Contact cooperating teachers prior to student teacher's arrival.
3. Introduce yourself to the principal on the first visit to the school.
4. Conduct a minimum of eight (8) observations for each student teacher. Observe the student teacher while she/he teaches an entire lesson. (Contact someone at the school to make sure the student teacher will be teaching at the time of your arrival.) Review the student teacher's lesson plans. Meet with the student teacher and cooperating teacher (separately, together, or both) after each observation. During the conference with the student teacher, provide a constructive evaluation of the student's teaching and progress.
5. Document each observation by recording and identifying information, classroom appearance, evaluation of lesson taught – both content and method of presentation, pupil conduct, student teacher appearance, and student teacher's overall contribution to the school.
6. Document each conference with the student teacher and with the cooperating teacher. Record the cooperating teacher's assessment about the progress of the student teacher.
7. If a student teacher is having great difficulty, notify the OFE immediately. Make very detailed reports on each of your observations. Have the cooperating teacher write an assessment of the student teacher's problem(s) and write weekly progress reports. As the principal to visit the classroom and record her/his observations. Meet with the principal to obtain a verbal assessment of the situation. Document this conference with the principal. Send copies of all documentation about this student teacher to the OFE.
8. Turn in the interim report (refer to the Handbook) for each student teacher.
9. Turn in the documentation, final report and grade (refer to the Handbook) for each student teacher.
10. Prepare travel expense voucher and turn into OFE office. Please note that under a new policy, *travel vouchers not turned in on time may not be paid by the WPUNJ Business Office and all travel vouchers must be generated from the WPUNJ website, printed by you and then sent to the OFE office. (Instructions are included in your folder).* This policy applies to both faculty and adjunct supervisors.
11. Complete and return the evaluation that the OFE office will send you.
12. Inform the OFE office if you wish to serve as a student teacher supervisor for the next semester.

MISSION

College of Education

The College of Education of William Paterson University of New Jersey serves as a major resource for educational practitioners and institutions by preparing students for entry in to teaching and educationally-related professions; providing educators with additional and advanced professional preparation and continuing development in selected disciplines; and preparing students to participate effectively in a diverse society. The College promotes teaching and learning by contributing to the collaborative participation of students and faculty in society. In pursuit of this mission, the College of Education is dedicated to promoting student success and academic excellence in the advancement of teaching and lifelong learning through scholarly work, constant reflection, and ongoing assessment.