# IMPORTANT

The information below is for your review in anticipation of the changes to regulations for teacher certification in New Jersey.

## WPUNJ students with 60 credits or more, who have an established WPUNJ gpa by August 31, 2014:

* must pass the College of Education Speech and Hearing screenings and Writing assessment (failure to meet these requirements by August 31, 2014 will require you to pass the PRAXIS Core Academic Skills test).

* must have a cumulative gpa (cgpa) of 3.00 in order to student teach beginning with the fall 2014 semester.

* must have a minimum cgpa of 3.00 in order to be recommended to the state for initial teacher certification if graduating after August 31, 2014.

* students taking education courses during spring 2014 must finish the semester with a minimum 3.00 cgpa in order to continue in the education major

* all education majors must maintain a 3.00 gpa in the education major

## WPUNJ students with less than 60 credits as of August 31, 2014:

* must pass a test of basic skills for all new teachers: Core Academic Skills for Teachers #5751 from ETS. Information is available at [http://www.ets.org/praxis/prepare/materials?WT.ac=praxishome_prepare_121126](http://www.ets.org/praxis/prepare/materials?WT.ac=praxishome_prepare_121126).

* must pass the College of Education Speech and Hearing screenings

* must have a minimum cumulative gpa (cgpa) of 3.00 to take education courses

* students graduating with an education major after August 31, 2014 must have a final, 3.00 cgpa to be recommended to the state for teacher certification.

* all education majors must maintain a 3.00 gpa in the education major

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AUGUST 31, 2014 is the last date to graduate and be recommended to the state for initial teacher certification with a minimum cumulative 2.75 gpa. After this date, all education majors are required to graduate with a minimum cumulative gpa of 3.00 in order to be recommended to the state for initial teacher certification. A minimum 3.00 gpa is required in all education majors.
The College of Education’s Unit Theme:

Preparing Inquiring Educators
WILLIAM PATERSON UNIVERSITY
PRACTICUM HANDBOOK

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Spring 2014
INTRODUCTION

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

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

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EXPECTATIONS FOR PRACTICUM STUDENTS

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

What Practicum Students Should Know and Understand

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

* NOTE:

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

What Practicum Students Should Do

- Observe, assist, plan and gradually implement lessons and units, where appropriate, using varied materials, technologies, and instructional formats.

- Assist with classroom routines (e.g., attendance, bulletin board designs, grading classwork and homework, and grade books).

- Assist with classroom instructions (e.g., one-to-one, small group, large group) to promote learning, social interaction, and student collaboration.

- Demonstrate professional teacher behavior, appropriate appearance, positive attitude, and commitment (e.g., respect for students, punctuality, appropriate relationship between student and teacher, willingness to accept and act on constructive feedback).

- Demonstrate positive and nurturing attitude working with children and young adults.

- Maintain and promote high expectations for self and students.

- Observe, reflect upon, and gradually implement appropriate techniques for classroom management.

- Use good judgment in handling classroom emergencies or problematic student interactions.

- Participate as a member of a team both within and external to the classroom (e.g., faculty meetings, Child Study Team meetings, professional development workshops, grade-level meetings, parent conferences).

- Assess student's progress on a short and long-term basis.

- Visit another teacher who is teaching the same or a similar area, if possible.

A university supervisor will visit at least twice during the semester to observe and talk with the student. (See specific program requirements within departments.) The supervisor will discuss the students' progress with the cooperating teacher. Both the university supervisor and the cooperating teacher must submit a final report (see pages 25 & 26) about the extent to which the student has fulfilled practicum expectations.

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

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

Practicum is required in the following areas:

*Early Childhood Education (P-3)*

A one-day per week experience CIEC 2000
One two-day per week experience, with two full weeks at the end of the semester CIEC 3000

*Elementary Education (K-5)*

One two-day per week experience, with two full weeks at the end of the semester CIEE 3010
A one-day per week experience for one semester CIEE 5170

*K-5 and K-12 with Teacher of Students with Disabilities*

A one-day per week experience for SPC 3550 A
and
K-5 - Practicum B - One two-day per week experience, with two full weeks at the end of the semester CIEE 3010
K-12 – Practicum B - One two-day per week experience CISE 3520

A one-day per week experience for SPC 5750

*Subject Field (K-12)*

One two-day per week experience CISE 3520
A one-day per week experience for one semester CISE 5300

*Music (K-12)*

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

*Physical Education (K-12)*

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

Reminder: Students are expected to have at least one urban and one experience during their practicum and/or student teaching experience.
THE PRACTICUM STUDENT’S CHECKLIST

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

PRIOR TO PRACTICUM

___ Read this entire booklet, including parts labeled for the cooperating teacher and the university supervisor.

___ Evaluate your personal appearance -- is it in accordance with the standards for teachers in the school and community? If you are not sure, dress conservatively.

___ Review what you know about child or adolescent psychology.

___ Get to know your university supervisor.

___ Locate the school assigned and determine commuting time.

___ Contact your school and teacher. Identify the time you are expected to arrive and the procedures to be followed on arrival.

THE FIRST DAY

___ Arrive at the school early, reporting first to the school office. Tell the secretary who you are and ask for your assignment.

___ Introduce yourself to the cooperating teacher, giving him or her a copy of this Handbook.

___ Introduce yourself to the school principal and other staff members.

___ Observe the students in your assigned class and begin to learn their names.
DURING THE FIELD EXPERIENCE

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

EVALUATION

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

AT THE CONCLUSION

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

1. **SCHOOL STRIKES** -- Since a school experiencing a teacher strike is not considered an optimum learning center for a field experience, contact your supervisor immediately to arrange to withdraw from the school during the period of the strike. Call the Office of Field Experiences at the university for an appropriate interim assignment.

2. **TUBERCULOSIS REGULATION** -- The State of New Jersey requires that all personnel working in a public school must be tested for tuberculosis. Make sure that you have provided the Office of Field Experiences with the appropriate documentation about the results of your Mantoux test.

3. **LIABILITY RULES** -- Two of these are of greatest concern:

   1) Report any accidents which may happen to you or to the pupils on school property to the school authorities.
   2) Don't drive public school pupils to or from school, or on field trips, in your car. You may not be properly insured.

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

   - Assaults
   - Beepers
   - Bias Incidents/Hate Crimes
   - Child abuse and Neglect
   - Sexual Abuse
   - Civil Liability
   - Confidentiality: Disclosure of Juvenile Records
   - Illegal Substances
   - Student Under the Influence
   - School Searches
   - Teachers as Victims
   - Trespassers/Stalkers
   - Weapons
THE COOPERATING TEACHER'S CHECKLIST

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

SUGGESTED ACTIVITIES FOR THE UNIVERSITY STUDENT

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

EVALUATION

___ As with your own pupils, allow for different rates of development among practicum students. Don't assume that the university student has had all the educational methodology courses or that all students will show equal readiness. Some students have had experiences working with children before and others haven't.

___ Remember that with some practicum students you will need to build self-confidence. With others you will need to speak firmly and frankly when they show poor judgment.

___ Recognize that this may be the university student's first try at a responsible, professional and demanding job.

___ Keep the student informed regularly of his or her progress.

___ Talk at length and frankly with the university supervisor concerning strengths and weaknesses of the practicum student.

___ Contact the university supervisor or the Office of Field Experiences (720-3132) if there is a serious difficulty.

___ At the end of the student's experience, fill out the Cooperating Teacher's Practicum Report, review it with the student, and mail it to the Office of Field Experiences.
THE UNIVERSITY SUPERVISOR'S CHECKLIST

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

1. Give the student first-hand experience with children and youth, and with the operation of the public schools.

2. Enable the student, at the end of the practicum, to analyze self-behavior and the nature of teaching, in order to make a wise career decision.

3. Enable the university to advise students about continuing in the education preparation program, based on oral and written reports.

THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

University Supervisors should:

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

EVALUATION AND REPORTING

_____ Encourage the student to discuss any problems directly with the cooperating teacher. Give the student your home phone number and/or office number so that he or she may contact you when necessary. The emphasis should be placed on your potential helpfulness rather than your duty to give a grade.

_____ Document strengths, weaknesses and concerns in writing, being very specific.

_____ If a student is likely to fail the experience, has been absent more than once, or needs additional counseling, report this to the Office of Field Experiences immediately.

_____ Submit your final report to the Office of Field Experiences within one week after the practicum ends. Read the cooperating teacher's report and/or talk in detail with the cooperating teacher first.

_____ A complete, honest, and full report will assist the student and the university in decisions about the future. Your practicum report does not become a part of the student's permanent file. Its main purpose is to guide the student and alert the university about serious problems.
Office of Field Experiences
A Suggested Lesson Planning Format for a Teacher Led Lesson

Name ___________________________ School ______________________ Grade/Functional Level of Students ______

I. Subject Area(s): _____________________________________________ (e.g., Racism, Social Stud. 6.3 EI)

II. Topic and Core Standard: __________________________________ (e.g., Fairness)

III. The Concept: _____________________________________________ (e.g., How can we prevent racism?)

IV. Essential Question: ________________________________________

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

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

VI. Teacher Actions:

1. Planning

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

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

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

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

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

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

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

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

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

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

   A. A drawing, with a written explanation- or dictation. (Spatial/Linguistic)
   B. A construction (clay, Lego’s, poster, a model) (Bodily-Kinesthetic)
   C. Write a book about the topic/concept, with pictures (Linguistic/Spatial)
   D. Write a letter for a purpose (letter to the editor; persuade a friend) (Linguistic)
   E. Solve a real world problem (Problem Based Learning)
   F. Write a research paper (Linguistic)
   G. Create a Power Point presentation, web site or newsletter. (Bodily Kin/Spatial)
   H. Compose a song to a familiar tune (Musical)
   I. Interview, graph and summarize data (Interpersonal)
   J. Write a new story based on two other sources (Linguistic)
   K. Create an advertisement or a “want-ad” (Spatial/Linguistic)

   *Link your performance task to NJCCCS indicators

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

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

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

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

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

12. Summary of Assessment Data:

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

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

14. Reflection/Self Evaluation: How has this lesson improved my teaching practice? What impact did this lesson have on P-12 learners? How will student performance on this lesson influence tomorrow’s lesson?
Office of Field Experiences
A Suggested Lesson Planning Format for an Inquiry Based Lesson

Name ___________________________ School __________________________ Grade/Functional Level of Students ______________________

I. Subject Area(s): ____________________________

II. Topic and Core Standard (CPI): ____________________________________________ (e.g., Racism, Social Stud. 6.3 EI)

III. The Concept (To be invented/explored): ____________________________________________ (e.g.,

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

IV. Essential Question: ____________________________________________ (e.g. How can matter change
   from a solid to a liquid, or from a liquid to a solid? What is a family?)

V. Objectives/Student Learning Outcomes: (Include also objectives based on IEP’s as appropriate)
   A. The students will be able to recall, describe, write, compare, create, solve, judge

VI. Teacher Actions:
   1. Pre-Planning
      Questions to ponder: “Why am I teaching this lesson?” What do students already know about this topic?
      Are there any safety or health issues I need to consider?
      Materials/Resources: “What print materials, visual aids, technology, and other resources do I need? What
      community resources can be tapped? How can parents help? How can lesson extend to experience beyond
      the classroom”

      Launch Teaching / Learning Cycle (5E’s)
   2. Engage: (In this stage help students to make connections between past and present learning experiences and
      lay the foundation for activities ahead. Stimulate involvement in the activities ahead by asking a question,
      defining a problem, showing a surprising event, or acting out a problematic situation.)
   3. Explore: (In this stage get students directly involved with phenomena and materials by working together in
      teams. Act as a facilitator by providing materials and guiding the students’ focus. Allow the students’ inquiry
      process to drive instruction)
   4. Explain: (In this stage allow learners to put the previous abstract experiences into a communicable form.
      Students use language skills to sequence events into a logical format. Communication occurs among peers.
      Learners support each others’ learning by articulating their observations, ideas, questions, and hypotheses. The
      teacher introduces labels after the students have had direct experiences.)
   5. Elaborate: (In this stage help students to expand on the concept that was constructed through the exploration
      and explanation stages.)
   6. Evaluate: (Evaluation and assessment can occur throughout all stages, but is emphasized in the final stage.
      Tools might include observation structured by checklist, interviews, project and problem-based learning products,
      lesson reflection, songs, oral presentation, laboratory report. Create a rubric for evaluating the performance. Link
      your performance tasks to the NJCCCS indicators.)

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

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

IX. Summary of Assessment Data
   • State the total number of students who completed the assessment task.
   • State the number and percentage of students who were “Proficient,” “Satisfactory” and “Needs Improvement.”

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

XI. Reflection/Self Evaluation How has this lesson improved my teaching practice? What impact did this lesson
   have on P-12 learners? How will student performance on this lesson influence tomorrow’s lesson?
WILLIAM PATERNSON UNIVERSITY
Lesson Plan Format for Grades Pre-K to 3

Name: 
School: 
Grade: 

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

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

➢ An objective is an intent.
   An objective describes the proposed change in the learner.
   An objective describes the behavior we want the learner to demonstrate.
   An objective is measurable and observable.

➢ The concept statement is a description of what the lesson is about.
   The objectives tell what the learning will be able to do after the lesson.

➢ A well-written objective conveys the instructional intent.

➢ Avoid words open to many interpretations: to know, to understand, to appreciate, to grasp, to enjoy, to believe.

➢ Use words open to fewer interpretations: to write, to say, to identify, to differentiate, to solve, to construct, to list, to compare, to contrast.

➢ A well-written objective specifies what you hope the learner will be able to do or perform after the lesson.

➢ An instructional objective describes an intended outcome rather than a description or summary of content.

➢ Assessment is your way of knowing which students achieved your objectives and in which ways.

➢ Authentic assessments are performance-based, realistic and instructionally appropriate. Assessing children should be based on a simple construct – We want to know where they were, where they are now and how far they have traveled.

➢ Assessment tells you how well you want/expect the child to demonstrate achievement of the objectives. What is minimally acceptable? What is mastery? Assessment describes the criterion for success.

➢ Assessment can take many forms: Rubrics, documentation panels, portfolio pieces, checklists, anecdotal notes, tape recordings, drawings/sketches, etc.

➢ If you are teaching skills/concepts that cannot be evaluated, then you are in the awkward position of being unable to demonstrate that you are teaching anything at all!

Dr. Holly Seplocha, 2003
OBSERVATION FORM
William Paterson University
College of Education/Office of Field Experiences
1600 Valley Rd, Rm 3108, Wayne, NJ 07470
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Semester
- Fall
- Spring
- Summer I
- Summer II
Year __________
- Undergrad
- Post-Bac
- MAT
- Visiting
- In-Service

- Practicum Student
- Art 1
- Art 2
- P-3
- P-3/K-5
- K-5
- K-5/5-8
- K-5/SPED
- K-12/SPED
- English
- Foreign Language
- Math
- Music
- PE - 1
- PE - 2
- Science
- School Nurse
- Social Studies

Student's Name ____________________________ School ____________________________ Subject __________________
Grade ____________________________ Co-op Teacher __________________
Prof. Dev. School = Yes No

OBSERVATION NOTES:

STRENGTHS:

AREAS FOR IMPROVEMENT:

FOCUS FOR NEXT OBSERVATION: (note descriptor #)

______________________________
Student Signature

______________________________
University Supervisor Signature

DATE ____________________________

Return original Tan copy to Office of Field Experiences. Please Xerox copy for Student and University Supervisor.

groups/FieldExpFORMS2010 2011 Forms/ObservationPracticum for CT Fgr 7-10.docx
**Knowledge (Planning, Pedagogy and Content)**

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

**Understanding – Dispositions**

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

---

**Application (Skills)**

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

---

**STUDENT SIGNATURE _______________________ DATE ________________**

**COOP. TEACHER/UNIVERSITY SUPERVISOR SIGNATURE ______________________ DATE ________________**

---

**Practicum Observation - Page 2 of 2 – July 2012**
PRACTICUM FINAL REPORT
William Paterson University
College of Education/Office of Field Experiences
1600 Valley Rd, Rm 3108, Wayne, NJ 07470
Telephone (973) 720-2108/2109 - Fax (973) 720-3503

Student's Name

School

University Supervisor

Prof. Dev. School = O Yes O No

School System/Agency

Subject

Cooperating Teacher

Grade

Final Score:

O Target (72-80)
O Acceptable (60-71)
O Not acceptable (59 or below)*

Competency Level

Comments

1. Not acceptable

2. Insufficient Progress

3. Acceptable

Directions: This assessment includes both narrative analysis and numerical rating of field experience instructional competencies as evidenced during this placement. Performance in each area is rated as:

1. Not acceptable

2. Insufficient Progress

3. Acceptable

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

Knowledge

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.

2. Consistently demonstrates mastery of content knowledge.

3. Translates CCS and NJCCS into developmentally appropriate content.

4. Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.

5. Utilizes a variety of traditional and authentic assessments to evaluate student progress.

6. Writes comprehensive and developmentally appropriate lesson/unit plans.

Understanding (Dispositions)

7. Communicates high expectations for all students.

8. Demonstrates respect for diversity and cultural differences.

9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.

10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"

11. Exemplifies high professional and ethical standards.

Application (Skills)

12. Demonstrates effective communication skills.

13. Creates a physically and psychologically safe environment.

14. Manages the learning environment.

15. Develops a sense of community in the learning environment.

16. Poses questions related to problems and issues which require inquiry and critical thinking.

17. Teaches for understanding.

18. Works collaboratively with colleagues and families.

19. Demonstrates resourcefulness.

20. Demonstrates an interest in applying new technologies to teaching and learning.

Date (Practicum Student Signature) - This signature indicates that the student has seen this summary. It does not imply student agreement with the assessment of teaching behavior contained herein.

Date (Cooperating Teacher or University Supervisor's Signature)

Return Original Blue Form to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor and Student.
Descriptive of Observational Competencies - Directions: Check those items which the pre-service teacher has demonstrated.

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

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
   - A. Differentiates instruction based on student needs
   - B. Organizes instruction to focus on student strengths.
   - C. Clearly demonstrates mastery of content knowledge
   - D. Plans instruction focused on major concepts.
   - E. Demonstrate mastery of theory and principles within the discipline.

2. Translates CC and NJCC standards into developmentally appropriate content.
   - A. Plans for mastery of CC and NJCC standards and indicators.
   - B. Sequences content to facilitate learning.

3. Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.
   - A. Uses a variety of research-based instructional strategies to promote critical and creative thinking (e.g. Blooms Taxonomy).
   - B. Incorporates cooperative groups and/or other active learning strategies.
   - C. Plans for guided and independent skills practice to reinforce learning.

4. Utilizes multiple methods of assessments (traditional, authentic, formative and summative) to evaluate student progress.
   - A. Aligns assessment tasks to lesson objectives.
   - B. Maintains accurate records of student progress and communicates results.
   - C. Designs rubric to evaluate student performance task.
   - D. Plans for students’ self-assessments.

5. Writes comprehensive and developmentally appropriate lesson/unit plans.
   - A. Writes clear objectives, linked to NJCC and CC standards.
   - B. Plans logical, sequenced instruction.
   - C. Selects appropriate teaching materials, including technologies.
   - D. Links major concepts to students’ prior knowledge.
   - E. Plans integrated, interdisciplinary learning experiences across content areas.

6. UNDERSTANDING (Dispositions)
   - F. Communicates high expectations for all students.
   - A. Nurtures students’ desire to learn and achieve.
   - B. Sets appropriate goals, based upon on-going assessment.

7. Demonstrates respect for diversity and cultural differences.
   - A. Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
   - B. Engage all learners to ensure equal participation in all learning activities.
   - C. Demonstrates openness to learning new ideas and becoming a lifelong learner.
   - A. Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
   - B. Seeks to learn from students as well as teach them.

   - A. Maintains a reflective journal.
   - B. Understands the teaching-learning assessment connection.
   - C. Improves student learning outcomes through reflection.
   - D. Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.

9. Exemplifies high professional and ethical standards.
   - A. Understands laws related to learners’ rights and teachers’ responsibilities.
   - B. Models honesty, fairness and respect for individuals and for the laws of society.
   - C. Abides by the professional associations’ codes of ethics and the policies of the school.
   - D. Demonstrates reliability and punctuality.
   - E. Dresses appropriately and is well-groomed.

**APPLICATION (Skills)**

10. Demonstrates effective communication skills.
    - A. Uses standard English to model clear, logical oral and written communication.
    - B. Uses verbal and non-verbal communication effectively.
    - C. Writes legibly and spells accurately.

11. Creates a physically and psychologically safe environment.
    - A. Complies with safety rules and regulations in the learning environment.
    - B. Demonstrates sensitivity to students’ feelings.
    - C. Reinforces students’ efforts and achievements.
    - D. Promotes development of good character and values.

12. Manages the learning environment.
    - A. Organizes the learning environment and materials/equipment in an orderly manner.
    - B. Creates a stimulating and inviting environment.
    - C. Establishes routines, enforces rules and plans logical consequences.
    - D. Uses instructional time effectively.
    - E. Facilitates smooth transitions.

13. Develops a sense of community in the learning environment.
    - A. Practices effective listening, conflict resolution and group facilitation skills.
    - B. Establishes rapport with students.
    - C. Encourages student to question information and ideas to promote divergent thinking.

14. Teaches for understanding.
    - A. Uses active student learning strategies across content areas.
    - B. Creates meaningful learning experiences by relating learning to real-world issues.
    - C. Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
    - D. Uses multi-cultural materials when appropriate.

15. Works collaboratively with colleagues and families.
    - A. Establishes open and appropriate lines of communication with colleagues/supervisory personnel.
    - B. Participates actively and responsibly in school-wide activities.
    - C. Collaborates with parents and school community members to support student learning.
    - D. Shares in activities as appropriate to build strong partnerships with parents and community members (i.e. involving families in school-related activities).
    - E. Assumes leadership roles as appropriate.

    - A. Shows initiative in locating instructional resources beyond the school environment.
    - B. Uses community resources to enhance student learning.

17. Demonstrates an interest in applying new technologies to teaching and learning.
    - A. Integrates technologies into lessons making global connections.
    - B. Utilizes technologies for research and professional development.

**STUDENT SIGNATURE __________________________ DATE ____________

COOP. TEACHER/UNIVERSITY SUPERVISOR
SIGNATURE __________________________ DATE ____________

- Practicum Page 2 of 2 – July 2012
# RUBRIC FOR PRACTICUM FINAL REPORT

<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>Target (meets expectations)</th>
<th>Acceptable (adequate)</th>
<th>Insufficient Progress (needs work)</th>
<th>Not acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>KNOWLEDGE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Uses data to adapt instruction to individual differences in needs,</td>
<td>Differentiates instruction effectively for all students</td>
<td>Differentiates instruction for most students</td>
<td>Differentiates instruction for some students, i.e. special education students</td>
<td>Fails to use data to differentiate instruction based on student needs</td>
</tr>
<tr>
<td>learning styles and multiple intelligences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Consistently demonstrates mastery of content knowledge</td>
<td>Content knowledge is comprehensive and error free</td>
<td>Content knowledge is thorough with few errors</td>
<td>Content knowledge is evident but on a basic level with multiple errors</td>
<td>Minimal understanding of content</td>
</tr>
<tr>
<td>3) Translates NICCCS into developmentally appropriate content</td>
<td>Comprehensive understanding of how to utilize state and national standards and developmentally appropriate content</td>
<td>Thorough knowledge of state and national standards and developmentally appropriate content most of the time</td>
<td>Basic understanding of state and national standards but cannot translate into developmentally appropriate content</td>
<td>Limited understanding of state and national standards and developmentally appropriate content</td>
</tr>
<tr>
<td>4) Incorporates appropriate pedagogical knowledge in planning lessons</td>
<td>Uses a wide range of pedagogical knowledge and best practice strategies in planning lessons</td>
<td>Uses a range of pedagogical knowledge and best practice strategies in planning lessons</td>
<td>Basic understanding of pedagogical knowledge and best practice strategies in planning lessons</td>
<td>Limited understanding of pedagogical knowledge in planning lessons</td>
</tr>
<tr>
<td>5) Utilizes a variety of traditional and authentic assessments to evaluate student progress</td>
<td>Uses a wide variety of traditional and authentic assessments to evaluate student progress and promote student self-assessment</td>
<td>Uses a variety of traditional and authentic assessments to evaluate student progress</td>
<td>Uses a limited variety of traditional and authentic assessments to evaluate student progress</td>
<td>Fails to use a variety of traditional and authentic assessments to evaluate student progress</td>
</tr>
<tr>
<td>6) Writes comprehensive and developmentally appropriate lesson/unit plans</td>
<td>Writes comprehensive and developmentally appropriate lesson/unit plans</td>
<td>Writes clear and developmentally appropriate lesson/unit plans</td>
<td>Writes developmentally appropriate lesson/unit plans</td>
<td>Fails to write comprehensive and developmentally appropriate lesson/unit plans</td>
</tr>
<tr>
<td>UNDERSTANDING</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>7) Communicates high expectations for all students</strong></td>
<td>Communicates high expectations for all students</td>
<td>Communicates high expectations for most students</td>
<td>Communicates high expectations for some students</td>
<td>Fails to communicate high expectations for all students</td>
</tr>
<tr>
<td><strong>8) Demonstrates respect for diversity and cultural differences</strong></td>
<td>Demonstrates respect for diversity and cultural differences all of the time</td>
<td>Demonstrates respect for diversity and cultural differences most of the time</td>
<td>Demonstrates respect for diversity and cultural differences some of the time</td>
<td>Fails to demonstrate respect for diversity and cultural differences</td>
</tr>
<tr>
<td><strong>9) Demonstrates an openness to learning new ideas and becoming a lifelong learner</strong></td>
<td>Demonstrates an openness to learning new ideas and becoming a lifelong learner</td>
<td>Demonstrates an openness to learning new ideas most of the time</td>
<td>Demonstrates an openness to learning new ideas some of the time</td>
<td>Fails to demonstrate an openness to new ideas</td>
</tr>
<tr>
<td><strong>10) Reflects upon teaching: What do I do? Why do I do it? How can I do it better?</strong></td>
<td>Reflects upon teaching and modifies professional and personal behaviors to improve student learning</td>
<td>Reflects upon teaching most of the time</td>
<td>Reflects upon teaching some of the time</td>
<td>Fails to reflect upon teaching</td>
</tr>
<tr>
<td><strong>11) Exemplifies high professional and ethical standards</strong></td>
<td>Demonstrates high professional and ethical standards all of the time</td>
<td>Demonstrates high professional and ethical standards most of the time</td>
<td>Demonstrates high professional and ethical standards some of the time</td>
<td>Fails to demonstrate professional and ethical standards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>12) Demonstrates effective communication skills</strong></td>
<td>Demonstrates effective communication skills all of the time</td>
<td>Demonstrates effective communication skills most of the time</td>
<td>Demonstrates effective communication skills some of the time</td>
<td>Fails to demonstrate effective communication skills</td>
</tr>
<tr>
<td><strong>13) Creates a physically and psychologically safe environment</strong></td>
<td>Creates a physically and psychologically safe environment all of the time</td>
<td>Creates a physically and psychologically safe environment most of the time</td>
<td>Creates a physically and psychologically safe environment some of the time</td>
<td>Fails to create a physically and psychologically safe environment</td>
</tr>
<tr>
<td><strong>14) Manages the learning environment</strong></td>
<td>Effectively manages the learning environment all of the time</td>
<td>Manages the learning environment effectively most of the time</td>
<td>Manages the learning environment effectively some of the time</td>
<td>Fails to effectively manage the learning environment</td>
</tr>
<tr>
<td><strong>15) Develops a sense of community in the learning environment</strong></td>
<td>Established rapport with all students and established a sense of community in the learning environment</td>
<td>Establishes rapport with all students</td>
<td>Is able to establish some rapport with students</td>
<td>Has difficulty establishing rapport with students</td>
</tr>
<tr>
<td><strong>16) Poses questions related to problems and issues which require inquiry and critical thinking</strong></td>
<td>Poses authentic questions and scaffolds questions to stimulate critical thinking most of the time</td>
<td>Poses the full range of questions and scaffolds questions to stimulate critical thinking most of the time</td>
<td>Poses some high level questions but is not able to scaffold questions to stimulate critical thinking</td>
<td>Poses only low level questions which do not stimulate critical thinking</td>
</tr>
<tr>
<td><strong>17) Teaches for understanding</strong></td>
<td>Creates meaningful learning experiences utilizing a variety of teaching strategies</td>
<td>Teaches for understanding most of the time</td>
<td>Teaches for understanding some of the time</td>
<td>Fails to teach for understanding</td>
</tr>
<tr>
<td></td>
<td>Works collaboratively with colleagues and families</td>
<td>Works collaboratively with colleagues and families most of the time</td>
<td>Works collaboratively with colleagues and families some of the time</td>
<td>Fails to work collaboratively with colleagues and families</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>18</td>
<td>Demonstrates resourcefulness</td>
<td>Demonstrates initiative in locating resources within the school and community most of the time</td>
<td>Limited evidence of resourcefulness</td>
<td>No evidence of resourcefulness</td>
</tr>
<tr>
<td>19</td>
<td>Demonstrates an interest in applying new technologies to teaching and learning</td>
<td>Seeks out and utilizes new technologies for teaching and learning most of the time</td>
<td>Seeks out and utilizes new technologies for teaching and learning some of the time</td>
<td>Fails to seek out and utilize new technologies for enhance teaching and learning</td>
</tr>
</tbody>
</table>
OFFICE OF FIELD EXPERIENCES
WILLIAM PATERSO N UNIVERSITY
WAYNE, NEW JERSEY 07470

STUDENT EVALUATION OF THE PRACTICUM EXPERIENCE

Semester
• Fall
• Spring
• Summer I
• Summer II

Courses
• Undergrad
• Post-Bac
• MAT
• Visiting
• In-Service
• Art
• P-3
• P-3/K-5
• K-5
• K-5/5-8
• K-5/SPED
• English
• Foreign Language
• Math
• Music
• Phys. Ed.
• Science
• School Nurse
• Social Studies

Prof. Dev. School
• Yes
• No

Grade Level/Subject

School

District

Directions: Darken the ovals completely - Do not X or check ✓.
1. (a) Number of days spent in practicum:
   (b) Number of days absent:

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

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

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

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

Return Original Pink Form to the Office of Field Experiences. Please Xerox copy for your records
3. The most important things I learned during this practicum experience were:


4. The most important contributions I made to the classroom and school to which I was assigned were:


5. This experience contributed to my growth as a teacher by:


6. The following recommendations might have improved my field experience:


7. Additional comments:


DATE OF REPORT ___________________________ STUDENT SIGNATURE ___________________________

PLEASE SUBMIT THIS FORM TO YOUR PRACTICUM SUPERVISOR OR TO THE OFFICE OF FIELD EXPERIENCES, VALLEY ROOM 3108, DURING YOUR LAST WEEK OF PRACTICUM

Return Original Pink Form to the Office of Field Experiences. Please Xerox copy for your records
OFFICE OF FIELD EXPERIENCES
William Paterson University
Evaluation of Supervisor

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

Semester
○ Fall
○ Spring
○ Summer I
○ Summer II

○ Undergrad
○ Art 1
○ K-5/SPED
○ PE - 1

○ Post-Bac
○ Art 2
○ K-12/SPED
○ PE - 2

○ MAT
○ P-3
○ English
○ Science

○ Visiting
○ P-3/K-5
○ Foreign Language
○ School Nurse

○ In-Service
○ K-5
○ Meth
○ Social Studies

○ K-5/5-8
○ Music

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

Name (optional):

Supervisor's name:

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

6 5 4 3 2 1
High Low

1. The supervisor had the necessary background to supervise.
   ○ ○ ○ ○ ○ ○

2. The supervisor established rapport easily.
   ○ ○ ○ ○ ○ ○

3. The supervisor observed a variety of classes/educational experiences environments.
   ○ ○ ○ ○ ○ ○

4. The supervisor provided appropriate feedback.
   ○ ○ ○ ○ ○ ○

5. The supervisor conducted a post observation conference, to offer feedback.
   ○ ○ ○ ○ ○ ○

6. The supervisor provided helpful suggestions.
   ○ ○ ○ ○ ○ ○

7. The supervisor was available when needed.
   ○ ○ ○ ○ ○ ○

8. The supervisor reviewed lesson plans.
   ○ ○ ○ ○ ○ ○

9. The supervisor observed the required number of lessons. (2 for practicum & 8 for student teaching)
   ○ ○ ○ ○ ○ ○

Use the space below for comments:

Return original Blue copy to Office of Field Experiences. Please copy for Evaluator
K:\Groups\FieldExp\FORMS\2011 2012 Forms\StudentEvalSupv 7-11.doc
OFFICE OF FIELD EXPERIENCES
WILLIAM PATERNON UNIVERSITY, WAYNE, NJ 07470 973-720-2108

Request Form for Professional Development Hours for Mentoring a Practicum Student

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

Mr. Ms. _______________________________ School E-mail: _______________________________

Last Name _______________ First Name _______________

Home Address: _______________________________ Telephone: _______________________________

Number and Street: ____________ City: ____________ State: ______ Zip Code: ____________

Student _______________ Practicum Dates From: ____________ To: ____________

Last Name _______________ First Name _______________

District: __________________ School: _______________ Name of Supervisor: __________________

Last Name _______________ First Name _______________

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

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

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

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

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

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

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

3. Are you a WPUNJ graduate?: □ Yes □ No

If no, where did you receive your teacher training:

4. Degree (fill in highest attained):

□ Bachelors
□ Masters
□ Doctorate


Please fill in: □ Post Baccalaureate □ Alternate Route

5. Ethnicity (fill in one):

□ Asian
□ Black
□ Hispanic
□ Native American
□ White

6. Have you mentored/supervised students?

□ Yes □ No

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

□ 1-2 □ 3-5 □ 6-8 □ 9-10 □ 11+

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

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

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

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

□ Yes □ No

11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?

□ Yes □ No

12. If yes to #11, please indicate:

□ Technology
□ Standards
□ Instructional Strategies
□ Alternate Assessment
□ Other (please list) ____________________

13. Do Professional development hours make mentoring more attractive?

□ Yes □ No

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

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

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

17. Your preference for a delivery method for mentoring preparation?
   ○ In Person
   ○ On-line
   ○ Hybrid (both)

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

19. Of the professional behaviors/judgments listed below, select three that you believe to be essential for teachers
   ○ Demonstrates subject matter knowledge
   ○ Utilizing knowledge of human growth and development
   ○ Adapting instruction for diverse learners
   ○ Planning instructional strategies
   ○ Developing and uses multiple assessments
   ○ Creating a supportive and safe learning environment
   ○ Developing accommodations for students with special needs
   ○ Communicating with peers, parents and community
   ○ Building collaborative partnerships
   ○ Engaging in professional development
   ○ Exhibiting professional behavior and dispositions

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

<table>
<thead>
<tr>
<th>Technique</th>
<th>Frequently</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) General verbal feedback</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b) Verbal lesson plan feedback</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>c) Written lesson plan feedback</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>d) Modeling behaviors</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>e) Co-teaching with student</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>f) Provide opportunities for experimentations</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>g) Written Observation(s) feedback</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>h) Email exchanges w/field experience student</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>i) Other:</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

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

22. Do you believe cooperating teachers should be assessed?
   ○ Yes
   ○ No

Comments about your mentoring experience: ________________________________________________

___________________________________________

___________________________________________

Thank you for your input. The information you have provided will enable William Paterson University's Department of Education to better serve the cooperating teacher's needs and provide direction for the placement of our student teachers. All information will be kept confidential.

Please return this form in the enclosed self-addressed envelope provided for your convenience.

KJ\Groups\FieldExp\FORMS\2013-2013\Honorarium PR.07-12.doc
Special Case in Field Experience: Preparing Inquiring Educators

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

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

Notification:

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

Remediation:

1. Identify area(s) in need of improvement.
2. Suggest strategies to strengthen/overcome identified problem area(s).
3. Identify resource person and/or persons responsible for implementing improvement strategies.
4. Establish specific time line(s) for demonstrated improvement in identified area(s).
5. Complete and file Special Case Form with Office of Field Experience.

Alternatives:

* If remediation goals are not met, appropriate action will be taken.
William Paterson University  
Office of Field Experiences  
300 Pompton Road, Wayne, NJ 07470-2103  
973-720-3132/2108/2109 - Fax: 973-720-3503 - www.wpunj.edu

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

<table>
<thead>
<tr>
<th>Practicum/Student Teacher:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>District:</td>
</tr>
<tr>
<td>Principal:</td>
<td>Grade or Subject:</td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td>Semester: Fall Spring Year 200</td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
</tbody>
</table>

A field experience assignment may create challenges which require identification and professional management. A student may experience difficulty with an area such as: classroom skills, management skills, content knowledge, or interpersonal relationships.

Explanation of the problem: __________________________________________________________________________________________________________________________________________________________

**Plan of Action for Improvement:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Goal</th>
<th>Specific Strategies For Improvement</th>
<th>Time Line for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Please attach additional sheets as necessary for plan and comments.)

Comments: __________________________________________________________________________________________________________________________________________________________

*Student Signature  Date  Supervisor Signature  Date  Cooperating Teacher Signature  Date

*This signature indicates that the student has seen this summary. It does not imply student agreement.

The Office of Field Experience, in compliance with the "Family Educational Rights and Privacy Act of 1974" will, if requested by the candidate, provide the right to inspect and review these records.
USEFUL TELEPHONE NUMBERS

COLLEGE OF EDUCATION

Dean's Office ................................................................. 720-2138

Certification ................................................................. 720-3685
  Applications, Praxis and Graduate Information ............... 720-3685
  Undergraduate Admissions .......................................... 720-2139

Office of Field Experiences ........................................... 720-2108/2109/3132
  Director ................................................................. 720-2109/3132
  Cooperating Teacher Honorariums, Professional Development hours
    and Supervisor Travel Reimbursements ......................... 720-2108
    Placements .......................................................... 720-3132
    Mantoux and Substitute Licenses ............................... 720-2109

Elementary/Early Childhood ......................................... 720-2331

Exercise and Movement Science ..................................... 720-2166

Middle Level/Secondary ............................................... 720-2120

Music ................................................................. 720-3197

Special Education & Counseling .................................... 720-2118

OTHER

Career Services .......................................................... 720-2440

Office of Graduate Studies ......................................... 720-2237

Registrar's Office .................................................... 720-2305