

College of Education

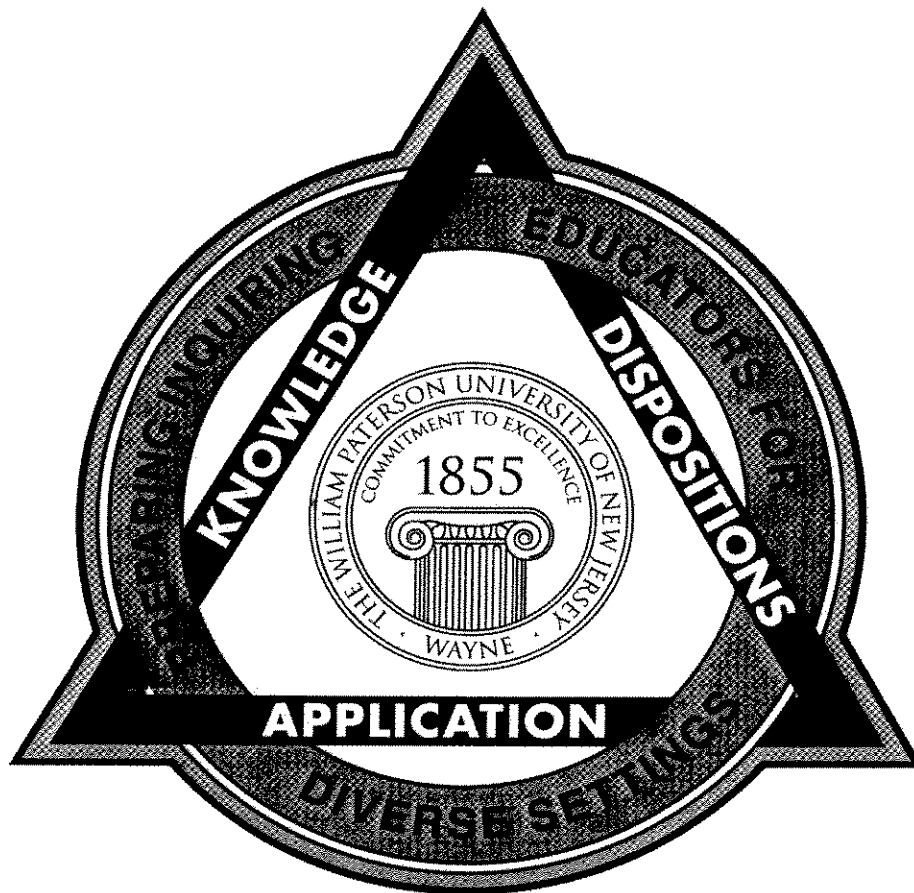
William Paterson University • Wayne, New Jersey

STUDENT TEACHING HANDBOOK 2011/2012

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

The College of Education's Unit Theme:

Preparing Inquiring Educators



WILLIAM PATERSON UNIVERSITY STUDENT TEACHING HANDBOOK

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2011/2012**

Dear Teacher Education Candidates, Cooperating Teachers, and Faculty,

Accredited by the National Council for the Accreditation of Teacher Education (NCATE), the College of Education at William Paterson University takes pride in its engaged community of learners and partnerships. Together, cooperating teachers, university supervisors, seminar instructors, and university faculty have created a rich and challenging learning environment for student teachers. We recognize that prospective teachers (teacher candidates) quickly will become part of this environment and a true partner in learning for all. We know that this experience is a major step in the beginning of a career of lifelong learning, including "***inquiry into historical, philosophical, pedagogical and content knowledge that informs educational practice.***

To the **student teacher**: We believe that your progressive, sustained involvement in the classroom and the school community and your opportunity to work with a diverse student body will help you gain the knowledge, skills, and dispositions to help make schooling a successful experience for all learners. As a team, your cooperating teacher, university supervisor, and university faculty are there to support you as you refine your skills in applying theory and best practices to authentic situations. Although you will find student teaching both exciting and challenging, we are confident that you will grow and prosper as a result of this experience.

To the **cooperating teacher**: We are so pleased that our teacher candidates will have the opportunity to gain insight, experience, and a sense of professionalism from you as you carefully guide their practice.

To the **supervisor**: We trust that you will enjoy the challenge and benefits of true teamwork and will foster the same in student teachers. Together with the cooperating teacher, you will carefully guide teacher candidates as they gain in applied knowledge and develop the confidence to foster a healthy, successful and exciting learning environment for all.

To the **seminar instructor**: You are in an optimal position to encourage and foster problem-based learning, to model collaborative problem-solving, and to provide the structure to support learning communities for teacher candidates.

Please read this handbook carefully because it contains many details which will guide you in this new experience. We are excited for you, and we hope that you will give us your candid appraisal of how student teaching and the fostering of teacher candidates have contributed to your professional growth.

All best,

Candace Burns, Ph.D.
Dean, College of Education

STUDENT TEACHING HANDBOOK

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THE STUDENT TEACHER

RESPONSIBILITIES OF THE STUDENT TEACHER

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

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

You will need to keep a weekly journal of your experiences in your assigned school. It should contain, for example:

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

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

RELATIONSHIPS WITH THE COOPERATING SCHOOL

1. Make arrangements to visit your assigned school prior to the first day of student teaching (if possible) to talk with your cooperating teacher, pick up materials for planning, find out which units will be taught. Exchange telephone numbers with the cooperating teacher. On your first day give your cooperating teacher a copy of this Student Teaching Handbook.
2. When starting the first day, be sure to report to the principal's office of the school to which you are assigned and introduce yourself to the secretary. Get directions for your supervisor. Bring a copy of your Mantoux and Substitute License.
3. During this field experience, student teachers follow the school district calendar rather than the university calendar.
4. If it is necessary to be absent because of illness or other emergency, call the cooperating school early in the morning to report the absence, or call the teacher the night before. Also notify your university supervisor so that he or she does not try to visit you when you are absent. If your absence extends beyond three (3) days, contact the Office of Field Experiences immediately.

5. Find out the policies, regulations, and customs of the cooperating school and the school system as well as the classroom to which you are assigned.
6. Dress professionally, and make sure that you are well-groomed in your role as an associate teacher in the classroom.
7. Assume all tasks and duties normally assigned to the cooperating teacher. These include correcting papers, duplicating, planning, writing reports, and attending faculty meetings and in-service programs. Your daily hours are those of the teacher.
8. Know that your cooperating teacher, someone who is fully certified and has at least three years experience as a teacher, will submit two (2) reports about your work: an Interim Report approximately midway through the student teaching period, and a Final Report as of the last day of your student teaching period.

RELATIONSHIPS WITH THE UNIVERSITY SUPERVISOR

1. Your university supervisor is scheduled to make a supervisory visit as soon as possible. The purpose of the first visit is introductory --to see if you and the cooperating teacher are comfortable together and make plans for your sixteen week experience.
2. You have a responsibility to keep your university supervisor informed concerning the following:
 - * Absences -- call him or her early in the morning, or the night before
 - * Your daily schedule, including changes
 - * Your school's calendar and changes which occur
 - * Any problems which may develop

Call your supervisor in advance to give him/her your school and home address, phone number, e-mail, and directions to the school.

3. Your university supervisor is your counselor during this period. Obtain his/her university office or home telephone number and call or e-mail him/her when you need to discuss a problem. Supervisors are required to observe you every other week, for a minimum of eight (8) times. Following each observation you should receive both verbal and written feedback.
4. Your university supervisor must be certified in the areas in which she/he supervises. University supervisors will complete an Interim Report and a Final Report. The Interim Report does not become part of your permanent record. The Final Report, in which the supervisor considers the Cooperating Teacher's Report and his/her own evaluation, becomes an important document that is used by the Office of Certification for certification eligibility. The university supervisor assigns a student teaching grade of **Pass**, **Fail**, or **Incomplete**.

RELATIONSHIPS WITH THE UNIVERSITY

1. Much effort has gone into securing a placement for your field experience. However, because of situations beyond our control, it might be necessary to change your assignment. This is also true with respect to your university supervisor.
2. If serious problems develop and your supervisor cannot be reached, call the Office of Field Experiences (973-720-3978/3132).
3. Seek help from your seminar instructor with regard to challenges you encounter such as curriculum and classroom management.
4. Students must adhere to all University policies.
5. Students must have insurance as required by the University and complete the Office of Field Experience Emergency Information Form.
6. A Substitute license and current Mantoux are required to begin Student Teaching.
7. Your professors and advisor are always available for questions and support.
8. Use the Curriculum Library as a source of support as you plan during student teaching.
9. Note: The State of New Jersey does not certify anyone with a criminal record.

CHECKLIST FOR THE STUDENT TEACHER

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

Here is a checklist for you to use. The activities listed below will enhance your preparation for teaching. Check each item as you fulfill it to see how you have developed, and to help you complete your report at the end of the semester. All items will not fit your particular teaching situation.

AS YOU BEGIN...

PROFESSIONAL ATTITUDES AND BEHAVIORS

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

OBSERVATIONAL/PARTICIPATORY TASKS

- _____ Learn the names of your students.
- _____ Observe your cooperating teacher, and use your conferences to better understand why things were done the way they were, including motivation and classroom management.
- _____ Observe other teachers in the school.
- _____ Meet other staff members, including administrators, counselors, nurse, etc.
- _____ Observe what the students are doing as a result of what the teacher is doing.
- _____ Do a case study or shadow study of a student.
- _____ Explore school facilities: offices, library media center, etc.
- _____ Complete the "Know Your School" checklist (page 6).
- _____ Noting the ethnic/socioeconomic composition of the student and teacher population and the community. Complete the Contextual Factors Journal.
- _____ Observe how students react to various teaching methods.
- _____ Observe your cooperating teacher's use of technology (computers, Smartboards, assistive technology)

- _____ Discuss the grading system with your cooperating teacher.
- _____ Consult a guidance counselor or child study team member about a particular student.
- _____ Analyze student-teacher interaction in the classroom.
- _____ Discuss with a cooperating teacher and university supervisor the interpretation of any unusual problems observed.
- _____ Recognize developmental behavior patterns of age group.
- _____ Learn to listen to students and to learn from them.
- _____ Begin to analyze each student's learning style, personality, etc.

PREPARATION TASKS

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

AS YOU BEGIN TO ASSUME MORE TEACHING RESPONSIBILITIES

CLASSROOM MANAGEMENT

- _____ Get through a full day without assistance.
- _____ Set reasonable limits for student behavior and use preventive discipline.
- _____ Carry out approved disciplinary procedures.

PLANNING

- _____ Develop original or creative plans/materials (see format for lesson plans on page 19).
- _____ Involve students in planning so lessons utilize prior knowledge.
- _____ Learn how to ask problem-centered questions using Blooms Taxonomy.
- _____ Plan appropriate assessments using Understanding by Design, Backwards Design. .

EDUCATIONAL RESOURCES

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

EVALUATION OF STUDENT LEARNING

- _____ Utilize formative and summative assessments to keep records of student performance.
- _____ Correct and analyze tests, papers, and other evaluation tools.
- _____ Help with report cards and grading.
- _____ Participate in parent conferences.

*School Nurses will also be learning the expectations for running the school nurse's office in addition to their teaching responsibilities.

KNOW YOUR SCHOOL INVENTORY

Student Teacher's Name _____ Subject or grade assigned _____

Directions: Find these items out during the first week of your assignment to the school, for your personal information.

Name of School _____ Phone _____

Address _____
Street City State Zip Code

Name of Cooperating Teacher _____ Home Phone _____

Address _____ Zip Code _____

Principal _____ Vice Principal _____

Department Chairperson or Supervisor _____

Guidance Counselor(s) _____ School Nurse _____

Names of other teachers/ aides in your grade or department _____

Names & types of specialists assigned to school _____

Names of secretaries, custodians _____

Number of teachers in school _____ Number of students in school _____

Day or frequency of faculty meetings _____

Day or frequency of parent meetings _____

School Holidays during student teaching period _____

District Factor Grouping _____

Ethnicities & Languages Spoken _____

Community Income Levels _____

School Regulations and Policies to become familiar with:

Student Teacher's
initials

Cooperating teacher's
initials

- Hours for teachers
- Sign-in system
- Fire drills/Emergency procedures
- Attendance
- Lesson planning
- Use of duplicating equipment
- Procedure for reporting accidents
- Guidance procedures
- Grading and reporting procedures
- Procedure for ordering supplies
- Arrangements for handling severe discipline problems
- Suspension policies
- Parent conferences
- Other: _____

Emergency Contact:

Office of Field Experiences: 1600 Valley Road - Room 3108
Phone: (973) 720-2108/2109/3132

POLICIES AND REGULATIONS

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

1. **ATTENDANCE** -- During the student teaching assignment, the student is expected to attend regularly except when prevented by illness or other unavoidable circumstances. The student is allowed three documented and unavoidable absences. Additional absences (in the event of extenuating circumstances such as surgery or the death of a family member) must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the university supervisor.
2. **A FULL-TIME JOB** -- 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. Students should not request to leave early or to be absent from the cooperating school due to outside employment.
3. **SEMINAR** - Students who fail seminar but pass student teaching must repeat seminar during the next semester in which it is offered. If the seminar grade is included with the student teaching grade, the student will receive an "IN" (incomplete) grade for student teaching/seminar. Once the student has successfully completed seminar, the grade will be changed to a "P" grade. It is the responsibility of the seminar instructor to change the grade through the Registrar's Office.
4. **COOPERATING TEACHER QUALIFICATIONS** --The cooperating teacher must be fully certified and should have at least three years experience as a teacher. See Appendix Q for complete criteria.
5. **SUBSTITUTING** -- Some school districts may wish to use very competent student teachers as substitutes whenever a regular teacher is absent. However, the university must take the position that none of its student teachers can be assigned as a substitute, with or without compensation. The essential purpose of the student teaching program is to provide learning experiences for the pre-service teacher under the guidance of a certified and experienced teacher. The use of student teachers as substitutes is inconsistent with this purpose and is of questionable legality.

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

Frequently Asked Questions

1. May I use my cell phone?

The personal use of cell phones in schools is prohibited while in the classroom and responsible for children except in the case of an emergency situation.

2. What dress is expected?

Professional dress is expected. Dress for the position you hope to obtain. Below is the dress code from a local school district. This is typical:

- a) Female teaching staff members may wear dresses, skirt or pant suits, or skirts or pants with blouses or sweaters.
- b) Male teaching staff members may wear suits or slacks with or without jackets; male teaching staff members must wear a dress shirt with necktie or a turtleneck shirt or sweater with a jacket.

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

3. Are there a minimum number of days for practicum?

Yes. Practicum students must make up holidays or snow days if their total attendance falls below ten days for the semester. See 2.10 under Policies and Procedures in the Appendix.

4. Should I modify my social media privacy settings?

Absolutely! Not only is it important to increase your privacy settings but be very careful about what text and photos you and your friends post. Your professional career begins now.

LEGAL ISSUES AND THE STUDENT TEACHER

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

- Assaults**
- Beepers**
- Bias Incidents/Hate Crimes**
- Bullying/Cyber Bullying**
- Child abuse and Neglect**
- Sexual Abuse**
- Civil Liability**
- Confidentiality: Disclosure of Juvenile Records**
- Illegal Substances**
- Student Under the influence**
- School Searches**
- Teachers as Victims**
- Trespassers/Stalkers**
- Weapons**

IMPORTANT REMINDERS:

1. Don't drive public school students to or from school, or on field trips in your car. You may not be properly insured.
2. Don't distribute religious or controversial material to your students, either during or after school hours.
3. Know that local board of education rulings, formally approved, have the force of law.
4. Be aware that students absent for religious holidays cannot be deprived of an opportunity to compete for an award or the right to take an alternate test or examination.
5. Inquire of your cooperating teacher or principal as to the extent of teacher liability in school accidents -- including field trips, school grounds, etc.

7. Do you have clearly established attitudes on the relative seriousness of discipline problems? For example, are alcohol use, violence, racial/animosity, or vandalism to be treated differently from cheating, truancy, failure to do homework or failure to pay attention?
8. Do you think of yourself as a teacher rather than as a student?
9. Do you seek to find causes, rather than treating misbehavior as the cause itself?

ANTICIPATE LIKELY CLASSROOM PROBLEMS

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

DEVELOP INFLUENCE TECHNIQUES FOR REDUCING PROBLEMS

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

HAVE SOMETHING TO TEACH

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

THE COOPERATING SCHOOL

THE COOPERATING SCHOOL OVERVIEW

The William Paterson University field experience program is designed to involve student teachers in a series of gradually more difficult tasks (See Appendix K: A Guide for the Student Teaching Experience). In preparation for your student teaching, your student teacher has engaged in observations, tutoring and practicum experiences. Student teaching should use a co-teaching model (See Appendix P for more information):

- ❖ Begin with observation
- ❖ Continue with assisting the teacher with small tasks, teaching, or tutoring small groups
- ❖ Progress to "taking over" of one or more subjects or classes
- ❖ Lead to full-time teaching

Progress in the assignment of new tasks will depend on the readiness of your student teacher and the needs of your local situation. The cooperating teacher and university supervisor can develop a plan for progressing through the various stages of student teaching. The governing factor is the time necessary for the individual to accomplish the tasks in each stage and successfully complete student teaching.

During the observation stage, your student teacher should have an overview of the: (1) operation of the school; (2) the work of the teacher; (3) the behavior of the students; and (4) professional conduct. Remember to:

- ❖ Allow for different rates of development in student teachers. This one may not resemble the last one.
- ❖ Build self-confidence in your student teacher by commending things which he or she does well.
- ❖ Expect your student teacher to live up to the standards for a beginning teacher in your school and community.

Your student teacher is expected to eventually participate in all aspects of your work, for example, faculty meetings, parent conferences, reviewing homework, and administering tests.

Constructive criticism is one of the most valuable things you can give to a student teacher. The intent is to make the student teacher a better teacher. Please discuss this with the student teacher so that he or she understands your purpose.

Do not assume that the student teacher has learned all the answers beforehand. Do not hesitate to comment on any area that you feel needs improvement, including planning, initiative, classroom management, improper use of English, inappropriate dress, attendance, punctuality, or attitude.

Contact the university supervisor if you run into difficulty. The supervisor needs to know when problems arise. Contact the Office of Field Experiences (720-3132/2109) if you feel the need. Do not allow minor problems to grow into major ones through inaction.

CHECKLIST FOR THE COOPERATING TEACHER

Your role as a cooperating teacher is to serve as a model and a guide. As a model demonstrator, you teach while the student teacher observes your techniques in developing a lesson. Later you review with the student teacher the procedures that you used. As a guide, you help the student teacher to plan, and you critique the student teacher's teaching. The checklist that follows provides you with recommendations for you to consider as you welcome your student teacher into your classroom.

ORIENTATION

- Interview the student teacher to see what motivates him or her, read the student teacher's biographical data form, and provide an orientation to the school and community.
- Make arrangements for the student teacher to have work-space in your classroom.
- Read this entire booklet, including the pages addressed to the student teacher.
- Prepare your students ahead for the student teacher, pointing out that this new colleague will share the authority and responsibility of a teacher. When you introduce the student teacher to your class, possibly with some biographical data, explain that he or she will be an associate teacher.
- Discuss your expectations.
- Provide the student teacher with textbooks, curriculum guides and materials, and a list of the units of work the student will be teaching.
- Acquaint your student teacher with major policies, customs, and procedures of the school, for instance, procedures for ordering supplies.
- Introduce your student teacher to colleagues, showing him/her around the building, and helping him/her to feel at home. Introduce your student teacher to the custodians, office workers, media specialists, guidance counselors, etc.
- Help your student teacher to get to know the students as individuals by making accessible to him/her records, tests, or other data on student progress, in accordance with school policy. Students need to know IEP goals and recommendations in order to differentiate instruction.
- Acquaint your student teacher with the school's expectations about student behavior.
- Help your student teacher to make arrangements to visit other classes, including other grades and subjects, to see varied teaching styles.

Arrange for your student teacher to plan ahead for the units of work that he or she will soon teach. Explain the school's and your own expectations concerning lesson planning (See this booklet's suggested format for lesson planning).

- Invite your student teacher to faculty or department meetings, to parent teacher meetings, and other school events as they are required to attend. Please be aware that, because of certain required university classes or seminars, your student teacher occasionally may not be available for certain meetings.
- Plan a schedule in conjunction with the University Supervisor for the student to gradually assume responsibility of the class.

GUIDANCE

- Realize that causes of difficulty in student teaching may include the student's lack of understanding of the nature of the teaching job, inexperience with any type of professional work and difficulty applying theory to practice.
- Allow your student teacher freedom of planning and the opportunity to try new ideas, consistent with school goals.
- Provide daily feedback and critiques of your student teacher's planning and performance. Expect a limited number of mistakes. Offer guidance so that weaknesses may be overcome.
- Guide and encourage your student teacher so that she or he knows how to: (1) adapt presentations to various ability levels; (b) manage and discipline the classroom appropriately; and (c) find creative approaches to motivate students.
- Invite the principal, supervisor, or department head to observe and critique the student teacher.

EVALUATION

- Keep the student teacher informed of his/her progress, giving continuous written and verbal feedback beginning the first week.
- Update the university supervisor each time he or she visits as to the strengths and weaknesses of the student and their progress to date.
- Review your Interim Report with your student teacher before you mail it to the university at the end of eight weeks. The Interim Report should be frank and honest, particularly since its purpose is to guide rather than to serve as a permanent record.
- Review your Final Report with the student teacher before mailing it to the university. Students cannot be certified without this report. It should be typed since it may be used as a job reference.
- Remember that the university supervisor needs to know the reasons for your judgments before he or she writes a final report.

THE UNIVERSITY STAFF

GUIDELINES FOR THE SUPERVISOR INTRODUCTION

In your role as a university supervisor, you serve as an ambassador for William Paterson University. You are the critical link in connecting the expectations of the university to the realities of the local school. You serve as a guide, mentor, and resource person for your student teachers and their cooperating teachers. You also serve as an evaluator and reporter by observing and conferencing with your student teachers during your visitations.

You will be assigned to students whose area of certification is consistent with your area of expertise, and to assign you to students within a reasonable distance from your home or the university.

Meet student teachers at the university orientation to review expectations. Emphasize your role as a counselor rather than merely as an evaluator. **Remember that each student assigned to you is required to be observed every other week (or a minimum of eight (8) observations) for a full semester.** Telephone the cooperating teacher ahead of time in order to introduce yourself or send a letter of introduction.

DURING THE STUDENT TEACHING PERIOD

The first visit should take place as soon as possible during the student teaching period. This visit should be of an introductory nature and should include a discussion with the student and the cooperating teacher (student teaching triad). Emphasize your supportive role. Stop at the principal's office to introduce yourself and explain the purpose of your visit before going to your student teacher's classroom. Ask the principal to visit your student teacher after a brief adjustment period.

Insure that your student teacher is making every attempt to communicate well with his/her cooperating teacher and other school personnel. Where conflicts appear to be arising, help your student teacher to discover ways of solving any problems.

If your student teacher seems to be having severe problems or has been placed in untenable circumstances, notify the Office of Field Experiences (973-720-3131/3978) immediately in order to work with the Director in charge of Field Experiences to decide what the next step should be.

It is your responsibility to spend sufficient time during each visit to make adequate judgments about your student teacher's performance in the classroom. This observation should be followed by a conference with the student teacher about the observation as well as events that have taken place since the last visit. A copy of your observation report should be given to student and cooperating teacher at the end of each visit. Please maintain a copy for your records as well. Consult regularly with the cooperating teacher and, during at least one visit, the principal.

Communicate with your student teacher's seminar instructor as needed to ascertain additional information and feedback about your student teacher's performance and attitude.

EVALUATION

Submit your Interim Report along with all observations on each student at the midpoint of the student teaching experience. Check with the Office of Field Experiences for the due date. If the student has problems, help him/her to face them at that time, and alert the Office of Field Experiences. Review the total report with your student teacher.

Remember that your focus as a supervisor is to help your student teacher rather than merely report problems or the absence of them. To this end, conferences are in order after each visit where guidance is given, and both strong and weak points should be emphasized.

A common observation done with the cooperating teacher will be conducted at least once during the semester to ensure both the cooperating teacher and university supervisor are "seeing" the same things.

If a student is having serious problems that might lead to failure, notify the Office of Field Experiences at once so that appropriate action may be taken. A Special Case Report should be completed.

Your final report is intended to be a comprehensive and fair document that is placed in the student's file. It is imperative that the cooperating teacher's point of view be taken into consideration in the preparation of your final report. You will record a grade of **Pass** or **Fail** on the final report. This grade is forwarded to the Office of Field Experiences the week after Student Teaching ends.

GUIDELINES FOR THE SEMINAR INSTRUCTOR

The instructor of a student teaching seminar, is a key person in interpreting and synthesizing the total student teaching experience. The seminar is designed to parallel the student teaching experience in order to provide an opportunity for reflection, exchange of ideas and preparation for the initial job search. It provides time for students to raise concerns of particular interest to them in class and before or after seminar meetings. Seminar instructors need to give students their telephone number in the event that they find themselves in difficulty. Tell students to contact the Office of Field Experiences if serious problems arise.

Seminars should include:

- Review of the Student Teaching Handbook, particularly the sections on school law and the student teacher's responsibilities.
- Visits by William Paterson University's Career Placement staff to review job placement opportunities. Any information, material, or discussion about ways to find jobs is very important. Provide students with opportunities to practice writing resumes and doing mock interviews.
- Discussion of the importance of professional qualities such as appearance, attendance, punctuality, dependability, English usage, initiative, willingness to work confidentially and ethics.
- Review of and/or discussion about noteworthy educators, theoreticians, and philosophers who have had an impact on education to use for their own knowledge as well as during their search for jobs.

Additional topics for seminar include:

- Standards based teaching.
- Differentiated instruction and inclusion.
- Classroom management.
- Authentic assessment.
- Building relationships and problem solving,
- Assignments typically include: assigned readings, observations, cover letter, resume portfolios and Teacher Work Sample.

LESSON PLANNING

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

Name _____ School _____ Grade/Functional Level of Students _____

I. Subject Area(s): _____

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

III. The Concept: _____ (e.g., Fairness)

IV. Essential Question: _____ (e.g., How can we prevent racism?)

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

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

VI. Teacher Actions:

1. **Planning**

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

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

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

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

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

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

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

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

math

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

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

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

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

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

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

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

F. Write a research paper (Linguistic)

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

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

I. Interview, graph and summarize data (Interpersonal)

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

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

*Link your performance task to NJCCCS indicators

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

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

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

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

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

12. **Summary of Assessment Data:**

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

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

14. **Reflection/Self Evaluation:** **How has this lesson improved my teaching practice? What impact did this**

lesson have on P-12 learners? How will student performance on this lesson influence tomorrow's lesson?

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

Name _____ School _____ Grade/Functional Level of Students _____

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

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

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

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

VI. Teacher Actions:

1. **Pre-Planning**

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

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

Launch Teaching / Learning Cycle (SE's)

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

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

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

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

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

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

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

IX. **Summary of Assessment Data**

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

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

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

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

Name: _____ **School:** _____ **Grade:** _____

- I. **Theme/Focus Area** – *What larger unit is this lesson a part of?*
- II. **Subject Area** – *What domain? (e.g. Language Arts, Math, World Language, etc.)*
- III. **Topic & Core Standard or ECE Expectation** – *Use CCCS for K-3 or ECEE for Pre-K*
- IV. **The Concept(s)** (in one or two words): *The main idea or skill*
- V. **Essential Question:** *What about the main idea is this lesson about? What will the child learn?*
- VI. **Objectives** – *What measurable objectives are you trying to accomplish? Use Bloom's Taxonomy*
 - A. **Low Level**- Recall, Describe
 - B. **High Level**-Apply, Compare, Create, Judge
- VII. **Planning-**
 - A. Questions to ponder: *"Why am I teaching this lesson?" "What do children already know about this topic?"*
 - B. Materials/Resources: *What materials, visual aids, technology, and other resources do I need?*
 - C. Children's Literature: *What children's book(s) are used in this lesson?*
 - D. Teacher references/books/internet resources- *What resources are helpful for the teacher?*
- VIII. **Procedure** – *Steps for the lesson*
 - A. **Beginning** – *What will you do at the beginning?*
 1. **Motivate Interest:** *What will you do to introduce children to this lesson? How will you capture their interest? How will they visualize the concept?*
 - B. **Middle** – *What steps are in this lesson including child performance tasks, teacher facilitation and/or instruction?*
 1. **Factual Knowledge (Information)** – *How will the facts of this lesson be exposed?*
 2. **Lower/Higher Order Questions:** *What questions will the teacher ask to facilitate learning? (base on Bloom's taxonomy)*
 3. **Visualization:** *How will this lesson be made real/hands-on for children?*
 - C. **End** – *How will you bring closure to the lesson? What will children be doing?*
 1. **Practice Skills/Learning Centers**
 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?*

**WILLIAM PATERSON UNIVERSITY
DEPARTMENT OF EXERCISE AND MOVEMENT SCIENCES
TEACHER CERTIFICATION LESSON PLAN FORMAT**

Directions: This lesson plan should be typed and you should have three copies. Copies are for your University Supervisor, Cooperating Teacher, and your instruction and portfolio. Copies should be given to CT and US prior to teaching lesson.

Name of Student: _____ Date: _____ Length of Class: _____

Unit Content	# Lesson in Unit	Grade/s Taught	Date/s Taught	NJCCC Standards Met

Skills Previously Developed by Students:

E.G. A list of previously learned skills should be listed here to show developmentally appropriate activities and progressions.

Overall Goal of Lesson:

E.G. Main overarching goal that you would like to accomplish during the lesson

Psychomotor Objectives: (performance)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Cognitive Objectives: (knowledge)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Affective Objectives: (emotions/feelings/social interaction)

E.G. Provide more precise objectives that will assist in achieving overall goal. Should include behavior, condition & criteria

Equipment/Resources Needed:

E.G. List equipment and quantity of equipment needed

Schedule:

In the spaced provided fill in the appropriate information

Time	Activity	Organization	Teaching Cues	Student Observation Notes
1-5	E.G. Warm up 2 laps, Stretch- quads, hamms, arms (reach in front and circles), 10 push ups, 10 sit ups	E.G. Students in squads X X X X X X X X X X X X X X X	E.G. List cues you would use to assist students in performing skills correctly	E.G. Students are terrible at push-ups- need to work on
27- 30	E.G. Closure- list questions to ask students if that is how you intend to close, provide copy of exit slip if you choose to use this method.			

Multiple Sections Modifications:

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

Reflective Questions to Ask Self After Lesson:

E.G. List the questions that you will ask yourself at the end to reflect upon the lesson.

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!

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

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

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

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

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

1. Planning: Identify a Topic and Skills To Be Learned From the New Jersey Core Content Curriculum Standards (NJCCCS)

Preservice candidates should begin by selecting a subject area topic and skills from textbooks and curriculum guides aligned with the New Jersey Core Content Curriculum Standards. A standard refers to a level of performance of a knowledge or skill. In New Jersey, the specific “benchmarks” that tell educators “what students should know (content) and be able to do (skills), are known as Cumulative Progress Indicators or “CPI’s.” For example, using the topic: “Solar System,” a science content CPI for sixth graders is: Science 5.4A2: “Construct models showing rotation of the earth on its axis and orbiting the earth around the sun.”

An important pedagogical distinction in understanding statewide standards is awareness of the difference between content and procedural standards. Content standards include those concepts, ideas, and issues K-12 students should know about in each discipline. In social studies, for example, content CPI’s deal with “The Bill of Rights,” “The “Louisiana Purchase” or the “Civil War.” Meanwhile, science CPI’s deal with “weather,” “matter,” “ecosystems,” and the “solar system.”

Procedural standards are concerned with the use of lower and higher order skills and procedures applied through a set of steps. For example, procedural standards in math may involve measurement, problem-solving, applying the Pythagorean Theorem, or using data from a survey to estimate a population mean. A critical skill CPI in Language Arts for both fifth and sixth graders is: “Write opinion pieces on topics supporting a point of view, with information. “

2. Identify a Concept and Essential Question

A **concept is a key idea** that is an integral part of a topic. Often, more than one concept can be related to a topic. For example, the topic, “Martin Luther King” may involve the concepts of courage, equality and heroism. For teachers, it is often more effective to begin a lesson by asking students questions about the concept, which is more relevant to student prior knowledge. As a general rule, students have more prior knowledge of concepts than of topics. Following is a list of concepts that may be considered when studying various topics in social studies, science, math and language arts:

- | | | |
|-----------------|--------------|-----------------|
| • Adaptation | Culture | Problem Solving |
| • Ambition | Equality | Protection |
| • Change | Exploration | Relationship |
| • Communication | Growth | Survival |
| • Community | Identity | Tyranny |
| • Conflict | Contribution | Waterway |
| • Courage | Power | Innovation |
| • Cruelty | Prejudice | Relevance |

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

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

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

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

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

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

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

4. Motivate: Relate the Concept to Student Prior Knowledge

It is critical that preservice candidates learn the importance of beginning a lessons by finding a link or connection between the topic under study, and student's prior knowledge and experiences. This connection, often known as an "**advance organizer**" or "anticipatory set" is made easier when a meaningful concept within the topic is identified and related to what the students already know. As Jon Saphier (1997) states: "Learning is constructed as children assimilate new experiences with prior knowledge." Within a forty minute lesson, the "Motivate" section is usually three to five minutes long.

When candidates find a creative way to connect a concept to students' prior knowledge, the brain opens up, sees meaning and is ready to place incoming information into long-term memory. The brain is continuously trying to make sense out of incoming information and experiences. As a result, one of the most brain-incompatible statements teachers can make is: "Open your science books to page 37." There is no connection to prior knowledge of a concept and the brain does not perceive any meaning. Studies show that pupils who connect new knowledge to prior knowledge are much more likely to retain the new knowledge in an organized fashion (Feden, 1993)

Therefore, when studying Butterfly Migration (Topic), preservice candidates can select the concept of migration and connect it to student prior knowledge by **asking questions related to student's personal experiences**: Has anyone ever moved? Where have you moved from? Why do people move? Similarly, the topic of medieval times can be introduced by first discussing the concept of power. Questions can be asked such as: "What is power?" "Who has power?" "How do they get power?" "How do they lose power?" "Who is the most powerful person in this school?" To the extent that teachers moderately "bump up" emotions, the brain fully attends.

5. Image: Creating a Visualization of the Concept Under Study

Research has consistently shown that teachers most often present new knowledge through a linguistic mode. They either read or talk to students about new content. Yet, studies show that when teachers help students create visual (nonlinguistic representations), the effects on achievement are strong (Marzano, 2004). A variety of different types of visualization strategies helps students "elaborate" or add to their knowledge, thereby promoting a deeper understanding of what they are learning. As humans, we once thought through pictures long before we thought through words. There is truth to the saying: "one picture is worth a thousand words." Preservice teachers should use as many visual aids within a lesson as possible. Within a forty minute lesson plan, it is recommended that approximately 5 to 8 minutes be allotted for creating a visualization, with a follow-up discussion. Among the visualization techniques to use are 1) **guided imagery** (Bagley, 1993), where students are taken on a journey in their minds. Also, 2) **graphic organizers** (Jacobson, 1999), help children organize, interpret and understand content. A graphic organizer such as a story board might contain six rectangles, allowing the student to write or draw pictures of the correct sequence of

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

6. Teach: Convey Expert Knowledge to the Students

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

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

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

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

7. Ask Lower and Higher Order Questions

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

Taxonomy, along with the key verbs related to each level, are as follows:

1. **Knowledge:** Students recall and define the correct answer.
2. **Comprehension:** Students describe their understanding of a concept or skill.
3. **Application:** Students demonstrate applying the understanding to their lives.
4. **Analysis:** Students compare similarities & differences or arrive at conclusions.
5. **Synthesis:** Students predict, solve, create
6. **Evaluation:** Students judge events

The K-12 students' responses to higher order questions demonstrate one or more of the following behaviors: 1) apply information learned to their own experiences, 2) compare concepts with ideas and objects known to them, and 3) predict or create new ideas or solutions to a problem and 4) make personal judgments. Lower level questions are important and the content from such questions forms the foundation for higher order thinking. However, **studies show that higher order questions, where students have to apply, compare, conclude, predict, create and judge, produce deeper learning than lower level questions** (Marzano, 2004).

Preservice teachers can use a variety of guided discussion strategies when asking higher order questions and eliciting responses from students. In fact, the way a teacher responds to a question may be as important as the question. These non-judgmental responses set a tone which determines if students feel comfortable and are willing to talk without fear of criticism.

First, when asking higher order questions, preservice candidates should slow down the pace of their teaching. If educators want students to think, they have to slow their pace. They also use "wait time" (Saphier, 1997), a pause of 5 to 7 seconds to allow students time to think. While waiting, teachers can look for non-verbal cues from students who want to speak but may be reluctant; these cues include making eye contact with the teacher, taking a deep breath and putting fingers to the mouth. The teacher calls on as many children as possible and encourages them to generate numerous possible responses.

More challenging for preservice teachers is "**scaffolding**" (Berk, 1995), e.g., using guided discussion strategies to assist students in thinking more deeply about the topic. Extending student thinking occurs after a question is asked and the teacher follows-up with additional questions: "Can you tell me more? Can you give me an example? Who agrees with Cindy? Who disagrees? Why? Who can summarize the most important thing said?" Vygotsky's (Berk, 1995) work reminds us of the intellectual growth which occurs in students when teachers engage in this type of follow-up questioning and social interaction.

8. Practice: Allow Students to Practice Specific Reading, Writing and Math Skills
During the practice phase of the lesson, candidates implement assignments that focus on the development of specific skills, usually in the areas of language arts and

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

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

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

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

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

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

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

Pretend you are a city planner facing a difficult decision: should the city allow a building company to pay the city a lot of money in order to build apartment houses in a portion of a city-owned forest?

You are asked to write and give a speech before the city council, aired on local cable TV, in order to persuade the council and the citizens to your point of view, either for or against this decision. Provide at least three arguments for or against allowing the apartments to be built and acknowledge the main opposing argument. Be sure you clearly explain your arguments and use correct vocabulary terms, good grammar, spelling and complete sentences. (CPI: Sci. 5.3.6.C1 Explain the impact of meeting human needs and wants in the local environment.))

Sample Rubric for “Protecting Forests”

Grading Scale: Proficient =16; Satisfactory = 12-15 ; Emerging = 8-11; Needs Improvement: 4-10

Category	1 = Needs Improvement	2 = Emerging	3 = Satisfactory	4 = Proficient
Content	Shows <u>no understanding</u> of any arguments; no details of an opposing view.	Shows a <u>beginning understanding</u> of one or less arguments with little in details of an opposing view.	Shows <u>some understanding</u> of two or three arguments, with some details, showing an opposing view.	Shows a <u>clear understanding</u> of three arguments, with details, showing an opposing view.
Opening	<u>No attempt</u> to capture attention.	<u>Beginning attempt</u> to capture attention.	An opening that <u>somewhat</u> catches the audience’s attention.	An opening that <u>clearly</u> catches the audience’s attention.
Mechanics	<u>Poor understanding</u> of grammar, spelling, and incomplete sentences.	<u>Beginning understanding</u> of grammar, spelling, punctuation, and complete sentences.	<u>Some understanding</u> of good usage of grammar, spelling, punctuation and complete sentences.	<u>Clear understanding</u> of good usage of grammar, spelling, punctuation and complete sentences.
Vocabulary Terms	<u>No understanding</u> of vocabulary terms as part of the speech.	<u>Beginning understanding</u> of vocabulary terms as part of the speech.	<u>Some understanding</u> of vocabulary terms as part of the speech.	<u>Clear understanding</u> of vocabulary terms in the speech.

Additional Features of the Lesson Plan

Closure

Lesson closure occurs when students summarize what was learned in a lesson or unit of study. Closure can be initiated by the preservice candidate who might ask

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

Accommodations and Modifications for Special Needs Students

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

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

Conclusion

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

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Lesson Planning Websites

www.eric.syr.edu/virtual/lessons
www.scholastic.com
www.jimmoulton.org/educator.html
www.lessonstop.org
www.teacherspal.com/lessonmaster.html
www.ra.org/programs/save_it (Rainforest Alliance Unit Plans)

EVALUATION FORMS

THE EVALUATION FORMS

Copies of the forms used for the evaluation of student teachers are in this section. Forms to use for the actual reports will be provided separately by the Office of Field Experiences.

The Interim Report, to be completed on separate forms by the cooperating teacher and the university supervisor, contains indicators of expectations of our pre-service teachers in three categories: knowledge, understanding, and application.

The indicators on this form reflect the College of Education's organizing theme of developing teachers as "*preparing inquiring educators*".

The Final Report, to be completed on separate forms by the cooperating teacher and the university supervisor, uses the same three categories from the Interim Report to indicate progress over time in narrative form. This form, which becomes part of the student's file, includes a space for your grade of pass, fail or incomplete.

The Student Teacher's Self-Report provides an opportunity for the student to self-reflect on his/her experiences and progress during student teaching.

STUDENT TEACHING INTERIM REPORT

- Semester Undergrad PE - 1
 Fall Post-Bac PE - 2
 Spring MAT Science
 Summer I Visiting School Nurse
 Summer II In-Service Social Studies

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

- Art 1 K-5/SPED
 Art 2 English
 P-3 Foreign Language
 P-3/K-5 Math
 K-5 Music
 K-5/5-8

Student's Name _____ School System/Agency _____
 School _____ Subject _____ Grade _____
 University Supervisor _____ Cooperating Teacher _____

Final Score:
 - Exceptional (90-100) - Acceptable (60-79)
 - Target (80-90) - Not acceptable (59 or below)

Prof. Dev. School = Yes No

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

5. Exceptional (exceeds expectations) 4. Target (meets expectations) 3. Acceptable (adequate) 2. Emerging (needs work) 1. Unacceptable

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

Knowledge

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

Understanding (Dispositions)

- Communicates high expectations for all students.
- Demonstrates respect for diversity and cultural differences.
- Demonstrates an openness to learning new ideas and becoming a lifelong learner.
- Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
- Exemplifies high professional and ethical standards.

Application (Skills)

- Demonstrates effective communication skills
- Creates a physically and psychologically safe environment
- Manages the learning environment.
- Develops a sense of community in the learning environment
- Poses questions related to problems and issues which require inquiry and critical thinking.
- Teaches for understanding.
- Works collaboratively with colleagues and families
- Demonstrates resourcefulness.
- Demonstrates an interest in applying new technologies to teaching and learning.

Competency Level

5 4 3 2 1

Comments

Date

(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)

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

KNOWLEDGE (Planning, Pedagogy and Content)

1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
 - A. ___ Differentiates instruction based on student needs
 - B. ___ Organizes instruction to focus on student strengths.
2. Consistently demonstrates mastery of content knowledge
 - A. ___ Plans instruction focused on major concepts.
3. Translates New Jersey Core Curriculum Standards into developmentally appropriate content
 - A. ___ Plans for mastery of NJCC standards and indicators.
 - B. ___ Sequences content to facilitate learning
4. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. ___ Plans for appropriate motivation techniques to initiate lesson.
 - B. ___ Includes the full range of critical and creative thinking strategies (e.g., Bloom's Taxonomy).
 - C. ___ Incorporates cooperative groups and/or other active learning strategies.
 - D. ___ Plans for guided and independent skills practice to reinforce learning.
5. Utilizes a variety of traditional and authentic assessment procedures to evaluate student progress.
 - A. ___ Aligns assessment tasks to lesson objectives.
 - B. ___ Maintains accurate records of student progress and communicates results.
 - C. ___ Designs rubric to evaluate student performance task.
 - D. ___ Plans for students' self-assessments.
6. Writes comprehensive and developmentally appropriate lesson/unit plans.
 - A. ___ Writes clear objectives, linked to NJ Core Curriculum Standards
 - B. ___ Plans logical, sequenced instruction.
 - C. ___ Selects appropriate teaching materials, including technologies.
 - D. ___ Links major concepts to students' prior knowledge.
 - E. ___ Plans integrated learning experiences across disciplines.

UNDERSTANDING - (Dispositions)

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

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. ___ Uses standard English to model clear, logical oral and written communication.
 - B. ___ Uses verbal and non-verbal communication effectively.
 - C. ___ Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. ___ Complees with safety rules and regulations in the learning environment.
 - B. ___ Demonstrates sensitivity to students' feelings.
 - C. ___ Reinforces students' efforts and achievements.
 - D. ___ Promotes development of good character and values.
14. Manages the learning environment.
 - A. ___ Organizes the learning environment and materials/equipment in an orderly manner.
 - B. ___ Creates a stimulating and inviting environment.
 - C. ___ Establishes routines, enforces rules and plans logical consequences.
 - D. ___ Uses instructional time effectively.
 - E. ___ Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. ___ Practices effective listening, conflict resolution and group-facilitation skills.
 - B. ___ Establishes rapport with students.
 - C. ___ Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. ___ Relates content to real world issues by asking essential questions.
 - B. ___ Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. ___ Encourages student to question information and ideas to promote divergent thinking.
17. Teaches for understanding.
 - A. ___ Uses active student learning strategies
 - B. ___ Creates meaningful learning experiences by relating learning to everyday life.
 - 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. ___ Seeks opportunities to build strong partnerships with parents and community members.
 - E. ___ Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. ___ Shows initiative in locating instructional resources beyond the school environment.
 - B. ___ Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. ___ Integrates technologies into lessons.
 - B. ___ Utilizes technologies for research and professional development.

STUDENT SIGNATURE _____ DATE _____

COOP. TEACHER/UNIVERSITY SUPERVISOR
SIGNATURE _____ DATE _____

- Semester Year _____
 Fall Undergrad
 Spring Grad
 Summer I Mat
 Summer II Visiting

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

- Art Foreign Language Science
 E. Childhood Math Social Studies
 Elementary Music Special Educ.
 English PE/Health

Student's Name _____ Subject _____
 School System/Agency _____ School _____
 Grade _____ University Supervisor Co-op Teacher

OBSERVATION NOTES:

STRENGTHS:	Areas for Improvement:
FOCUS FOR NEXT OBSERVATION: (note descriptor #1)	

STUDENT SIGNATURE _____ DATE _____
 UNIVERSITY SUPERVISOR SIGNATURE _____ DATE _____

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

KNOWLEDGE (Planning, Pedagogy and Content)

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.
 3. Translates New Jersey Core Curriculum Standards into developmentally appropriate content.
 - A. Plans for mastery of NJCC standards and indicators.
 - B. Sequences content to facilitate learning
 4. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. Plans for appropriate motivation techniques to initiate lesson.
 - B. Includes the full range of critical and creative thinking strategies (e.g., Bloom's Taxonomy).
 - C. Incorporates cooperative groups and/or other active learning strategies.
 - D. Plans for guided and independent skills practice to reinforce learning.
 5. Utilizes a variety of traditional and authentic assessment procedures to evaluate student progress.
 - A. Aligns assessment tasks to lesson objectives.
 - B. Maintains accurate records of student progress and communicates results.
 - C. Designs rubric to evaluate student performance task.
 - D. Plans for students' self-assessments.
 6. Writes comprehensive and developmentally appropriate lesson/unit plans.
 - A. Writes clear objectives, linked to NJ Core Curriculum Standards
 - B. Plans logical, sequenced instruction.
 - C. Selects appropriate teaching materials, including technologies.
 - D. Links major concepts to students' prior knowledge.
 - E. Plans integrated learning experiences across disciplines.
- UNDERSTANDING – (Dispositions)**
7. Communicates high expectations for all students.
 - A. Nurtures students' desire to learn and achieve
 - B. Sets appropriate goals, based upon on-going assessment.
 8. Demonstrates respect for diversity and cultural differences.
 - A. Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
 - B. Enables boys and girls to equally participate in all activities and educational opportunities.
 9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.
 - A. Seeks to expand knowledge through professional activities (e.g., reads, attends conferences, in-service)
 - B. Seeks to learn from students as well as teach them.
 10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
 - A. Maintains a reflective journal.
 - B. Understands the teaching-learning assessment connection.
 - C. Improves student learning outcomes through reflection.
 - D. Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
 11. Exemplifies high professional and ethical standards.
 - A. Models honesty, fairness and respect for individuals and for the laws of society.
 - B. Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
 - C. Demonstrates reliability and punctuality.
 - D. Dresses appropriately and is well-groomed.

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. Uses standard English to model clear, logical oral and written communication,
 - B. Uses verbal and non-verbal communication effectively.
 - C. Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. Complies with safety rules and regulations in the learning environment.
 - B. Demonstrates sensitivity to students' feelings.
 - C. Reinforces students' efforts and achievements.
 - D. Promotes development of good character and values.
14. Manages the learning environment.
 - A. Organizes the learning environment and materials/equipment in an orderly manner.
 - B. Creates a stimulating and inviting environment.
 - C. Establishes routines, enforces rules and plans logical consequences.
 - D. Uses instructional time effectively.
 - E. Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. Practices effective listening, conflict resolution and group-facilitation skills.
 - B. Establishes rapport with students.
 - C. Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. Relates content to real world issues by asking essential questions.
 - B. Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. Encourages student to question information and ideas to promote divergent thinking.
17. Teaches for understanding.
 - A. Uses active student learning strategies
 - B. Creates meaningful learning experiences by relating learning to everyday life
 - 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. Seeks opportunities to build strong partnerships with parents and community members.
 - E. Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. Shows initiative in locating instructional resources beyond the school environment.
 - B. Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. Integrates technologies into lessons.
 - B. Utilizes technologies for research and professional development.

STUDENT SIGNATURE _____ DATE _____
 COOP. TEACHER/UNIVERSITY SUPERVISOR _____ DATE _____
 SIGNATURE _____

STUDENT TEACHING FINAL REPORT

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

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

Student's Name _____ School System/Agency _____
 School Subject _____ Grade _____
 University Supervisor Cooperating Teacher
 Prof. Dev. School = Yes No

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:
 3. Target 2. Acceptable 1. Not acceptable
 Directions: Darken the ovals completely - Do not X or check ✓.

Knowledge	Competency Level			Comments
	3	2	1	
1. Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Consistently demonstrates mastery of content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Translates NJCCS into developmentally appropriate content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Incorporates appropriate pedagogical knowledge in planning lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Utilizes a variety of traditional and authentic assessments to evaluate student progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Writes comprehensive and developmentally appropriate lesson/unit plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Application (Skills)	Competency Level			Date
	3	2	1	
7. Communicates high expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Demonstrates respect for diversity and cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Demonstrates an openness to learning new ideas and becoming a lifelong learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Exemplifies high professional and ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Demonstrates effective communication skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Creates a physically and psychologically safe environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14. Manages the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Develops a sense of community in the learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Poses questions related to problems and issues which require inquiry and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Teaches for understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Works collaboratively with colleagues and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Demonstrates resourcefulness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Demonstrates an interest in applying new technologies to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

(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) _____ Date _____

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

KNOWLEDGE (Planning, Pedagogy and Content)

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3. Incorporates appropriate pedagogical knowledge in planning lessons.
 - A. Plans for appropriate motivation techniques to initiate lesson.
 - B. Includes the full range of critical and creative thinking strategies (e.g., Bloom's Taxonomy).
4. Incorporates cooperative groups and/or other active learning strategies.
 - A. Plans for guided and independent skills practice to reinforce learning.
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 - C. Selects appropriate teaching materials, including technologies.
 - D. Links major concepts to students' prior knowledge.
 - E. Plans integrated learning experiences across disciplines.

UNDERSTANDING - (Dispositions)

7. Communicates high expectations for all students.
 - A. Nurtures students' desire to learn and achieve
 - B. Sets appropriate goals, based upon on-going assessment.
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 - A. Values individual differences, including race, gender, ethnicity, ability socioeconomic status, and sexual orientation.
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 - A. Seeks to expand knowledge through professional activities (e.g. reads, attends conferences, in-service)
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10. Reflects upon teaching: "What do I do? Why do I do it? How can I do it better?"
 - A. Maintains a reflective journal.
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 - C. Improves student learning outcomes through reflection.
 - D. Reflects on professional and personal attitudes/behaviors, and modifies them based on feedback.
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 - A. Models honesty, fairness and respect for individuals and for the laws of society.
 - B. Abides by the NEA/CEC Code of Ethics and the policies and procedures of the school
 - C. Demonstrates reliability and punctuality.
 - D. Dresses appropriately and is well-groomed.

APPLICATION (Skills)

12. Demonstrates effective communication skills.
 - A. Uses standard English to model clear, logical oral and written communication.
 - B. Uses verbal and non-verbal communication effectively.
 - C. Writes legibly and spells accurately.
13. Creates a physically and psychologically safe environment.
 - A. Complies with safety rules and regulations in the learning environment.
 - B. Demonstrates sensitivity to students' feelings.
 - C. Reinforces students' efforts and achievements.
 - D. Promotes development of good character and values.
14. Manages the learning environment.
 - A. Organizes the learning environment and materials/equipment in an orderly manner.
 - B. Creates a stimulating and inviting environment.
 - C. Establishes routines, enforces rules and plans logical consequences.
 - D. Uses instructional time effectively.
 - E. Facilitates smooth transitions.
15. Develops a sense of community in the learning environment.
 - A. Practices effective listening, conflict resolution and group-facilitation skills.
 - B. Establishes rapport with students.
 - C. Fosters an environment of respect, trust and cooperation among students.
16. Poses questions related to problems and issues which require inquiry and critical thinking.
 - A. Relates content to real world issues by asking essential questions.
 - B. Uses questioning and "scaffolding" strategies to stimulate student critical thinking.
 - C. Encourages student to question information and ideas to promote divergent thinking.
 - D. Teaches for understanding.
17. Teaches for understanding.
 - A. Uses active student learning strategies
 - B. Creates meaningful learning experiences by relating learning to everyday life.
 - 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. Seeks opportunities to build strong partnerships with parents and community members.
 - E. Participates in programs which involve parents in school-related organizations and activities.
19. Demonstrates resourcefulness.
 - A. Shows initiative in locating instructional resources beyond the school environment.
 - B. Uses community resources to enhance student learning.
20. Demonstrates an interest in applying new technologies to teaching and learning.
 - A. Integrates technologies into lessons.
 - B. Utilizes technologies for research and professional development.

STUDENT SIGNATURE _____ DATE _____

COOP. TEACHER/UNIVERSITY SUPERVISOR
SIGNATURE _____ DATE _____

OFFICE OF FIELD EXPERIENCES
WILLIAM PATERSON UNIVERSITY, 1600 VALLEY ROAD, WAYNE, NEW JERSEY 07470
FINAL REPORT: STUDENT TEACHING

Student Teacher _____
Program/Major _____
Cooperating Teacher _____ Grade _____ or Subject _____
District _____ School _____
University Supervisor _____ Inclusive _____

Please write a paragraph for each category that summarizes the student teacher's degree of effectiveness

1. Understanding	
2. Knowledge	
3. Application	
4. Other Comments	

Pass _____

Fail _____

Total Number of Visits _____

Signature of Evaluator _____

Date of Report _____

Cooperating Teacher _____ University Supervisor _____

Return Original yellowForm to the Office of Field Experiences. Please Xerox copies for Cooperating Teacher, University Supervisor and Student

**STUDENT TEACHER'S SELF REPORT
WILLIAM PATERSON UNIVERSITY
OFFICE OF FIELD EXPERIENCES**

Valley Road - Room 3108 (973) 720-2108/Fax: (973) 720-3503

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

Grade Level/Subject _____ SPED, YES

Student's Name _____

Cooperating Teacher _____

Supervisor _____

School _____

District _____

WPUNJ RDS = Yes No

1. I became involved in the following activities as checked:

- | | |
|---|--|
| <input type="radio"/> Homeroom or opening exercises | <input type="radio"/> Preparing tests and/or reports |
| <input type="radio"/> Recognizing age-group behavior patterns | <input type="radio"/> Observing parent interviews |
| <input type="radio"/> Individual student help/tutoring | <input type="radio"/> Use of community resources |
| <input type="radio"/> Working with small groups | <input type="radio"/> Knowledge of school law |
| <input type="radio"/> Use of varied teaching strategies | <input type="radio"/> Use of the library |
| <input type="radio"/> Correcting tests/homework | <input type="radio"/> Extra-class activities |
| <input type="radio"/> Audio-visual materials usage | <input type="radio"/> Faculty/department meetings |
| <input type="radio"/> Duplicating materials | <input type="radio"/> Helping in emergencies |
| <input type="radio"/> Developing lesson plans/materials teacher | <input type="radio"/> Regular critique sessions with cooperating |
| <input type="radio"/> Use of team-teaching techniques | <input type="radio"/> Other: _____ |
| <input type="radio"/> Adapting lessons to varied ability levels | |

2. I feel my teaching experience has been particularly good or valuable in:

3. I believe my teaching performance needs improvement and/or more experience in:

Darken the ovals completely. Do not X or ✓ the circle.

	Strongly Agree		Agree		Disagree
I felt safe in the school:-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the school was supportive:-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the cooperating teacher was supportive:-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt the cooperating teacher was collegial:-----	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the reverse page for comments.

Signature of Student Teacher

Date

PLEASE TURN IN THIS FORM TO THE OFFICE OF FIELD EXPERIENCES AT 1600 VALLEY ROAD, THIRD FLOOR, ROOM 3108, DURING THE FINAL WEEK OF STUDENT TEACHING.

WPUNJ
PDS School
 Yes
 No

OFFICE OF FIELD EXPERIENCES
William Paterson University
Evaluation of Supervisor

Evaluator:
 Co-operating Teacher
 Student Teacher
 Practicum Student

- | | | | | |
|---------------------------------|----------------------------------|---------------------------------|--|--------------------------------------|
| Semester | <input type="radio"/> Undergrad | Select one: | Select One (5-8 & K-12) | |
| <input type="radio"/> Fall | <input type="radio"/> Post-Bac | <input type="radio"/> P-3 | <input type="radio"/> Art | <input type="radio"/> Phys. Ed. |
| <input type="radio"/> Spring | <input type="radio"/> MAT | <input type="radio"/> P-3/K-5 | <input type="radio"/> English | <input type="radio"/> Science |
| <input type="radio"/> Summer I | <input type="radio"/> Visiting | <input type="radio"/> K-5 | <input type="radio"/> Foreign Language | <input type="radio"/> School Nurse |
| <input type="radio"/> Summer II | <input type="radio"/> In-Service | <input type="radio"/> K-5/5-8 | <input type="radio"/> Math | <input type="radio"/> Social Studies |
| | | <input type="radio"/> K-12 | <input type="radio"/> Music | |
| | | <input type="radio"/> SPED, YES | | |

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

Name (optional): _____

Supervisor's name: _____

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

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

Use the space below for comments:

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

Request Form for Honorarium and Professional Development Hours for Mentoring a Student Teacher

To receive an honorarium and 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 – In order to receive your stipend of \$200/\$100 your Final Report **must** be returned at the end of the student teaching period.

Mr. Ms. _____ Social Security: _____
Last Name *First Name* *(required for payment)*

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

E-mail: _____

Student _____ Student Teaching Dates From: _____ To: _____
Last Name *First Name*

District: _____ School: _____ Name of Supervisor: _____
Last Name *First Name*

Is this a Professional Development School (PDS) with WPU? Yes No
Will you share the mentoring responsibilities for this student with another teacher? Yes No
If yes, please indicate teacher(s) name(s): _____ (Additional teachers must also submit form)

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

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

2. Certifications (fill in as many as apply):
 P-3
 K-5
 5-8
 K-12 Subject Area
 Teacher of Students with Disabilities
 ESL
 Other

3. Are you a WPUNJ graduate? Yes
 No

If no, where did you receive your teacher training:

4. Degree (fill in highest attained):
 Bachelors
 Masters
 Doctorate

Decade Obtained: 1970
 1980
 1990
 2000
 2010

Please fill in: Post Baccalaureate
 Alternate Route

5. Ethnicity (fill in one):
 Asian
 Black
 Hispanic
 Native American
 White

6. Have you mentored/supervised students?
 Yes No

7. If you answered yes to #6, How many?
 1-2 9-10
 3-5 11+
 6-8

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

9. What do you see as the benefits of being a cooperating teacher? Please fill in all that apply
 Acquisition of knowledge and skills
 Connection to the University
 Cooperating teacher workshop
 Lower teacher/student ratio
 Honorarium payment
 Improvement in P-12 learning
 Less isolation as a co-teacher
 Meeting PDP requirements
 Passing along professional knowledge/skills
 Recognition within your school community
 Self Reflection on teaching practices

10. Does your union contract include provisions related to mentoring?
 Yes No

11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?
 Yes No

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

13. Do Professional development hours make mentoring more attractive?
 Yes No
14. Did you have preparation in mentoring?
 Yes No
15. If yes to #14, indicate where you received preparation:
 School district workshop
 College workshop
 Course
 Cooperating Teacher Institute
16. If no to #14 are you interested in a course or workshop in mentoring?
 Yes No
17. Your preference for a delivery method for mentoring preparation?
 In Person
 On-line
 Hybrid (both)
18. Which professional development areas listed below would assist you in mentoring future college interns?
 Conducting observations
 Giving written feedback
 Modeling exemplary teaching
 Remediating low-performing interns
 Conferencing and coaching
 Communicating (with supervisor and student)
 Assessing and evaluating
 Other _____
19. Of the professional behaviors/judgments listed below, select three that you believe to be essential for teachers
 Demonstrates subject matter knowledge
 Utilizing knowledge of human growth and development
 Adapting instruction for diverse learners
 Planning instructional strategies
 Developing and uses multiple assessments
 Creating a supportive and safe learning environment
 Developing accommodations for students with special needs
 Communicating with peers, parents and community
 Building collaborative partnerships
 Engaging in professional development
 Exhibiting professional behavior and dispositions
20. Which of the following mentoring techniques do you use as a cooperating teacher?
- | | <u>Frequently</u> | <u>Sometimes</u> | <u>Rarely</u> | <u>Never</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a) General verbal feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b) Verbal lesson plan feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c) Written lesson plan feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d) Modeling behaviors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e) Co-teaching with student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f) Provide opportunities for experimentations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g) Written Observations(s) feedback | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h) Email exchanges w/field experience student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i) Other: _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
21. Do you see yourself as a teacher educator?
 Yes No
22. Do you believe cooperating teachers should be assessed?
 Yes No
23. If yes to #22, by whom?
 Students
 Supervisors
 Both

Comments about your mentoring experience: _____

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

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

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

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

____ Practicum
____ Student Teacher

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

Practicum/
Student Teacher: _____ Date: _____
School: _____ District: _____
Principal: _____ Grade or Subject: _____
Cooperating Teacher: _____ Semester: Fall _____ Spring _____ Year 200 _____
Supervisor: _____

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:

Competency	Goal	Specific Strategies For Improvement	Time Line for Improvement

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

OTHER

Career Services.....	720-2282
Office of Graduate Studies	720-2237
Registrar's Office	720-2305

Updated 6/15/10

