The College of Education’s Unit Theme:

Preparing Inquiring Educators
WILLIAM PATERTON UNIVERSITY

PRACTICUM HANDBOOK

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INTRODUCTION

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

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

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EXPECTATIONS FOR PRACTICUM STUDENTS

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

What Practicum Students Should Know and Understand

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

* NOTE:

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

What Practicum Students Should Do

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

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

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

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

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

• Maintain and promote high expectations for self and students.

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

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

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

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

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

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

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

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

Practicum is required in the following areas:

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

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

**Elementary Education (K-5)**

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

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

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

- A one-day per week experience for SPC 5750

**Subject Field (K-12)**

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

**Music (K-12)**

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

**Physical Education (K-12)**

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

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

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

PRIOR TO PRACTICUM

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

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

___ Review what you know about child or adolescent psychology.

___ Get to know your university supervisor.

___ Locate the school assigned and determine commuting time.

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

THE FIRST DAY

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

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

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

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

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

EVALUATION

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

AT THE CONCLUSION

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

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

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

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

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

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

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

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

SUGGESTED ACTIVITIES FOR THE UNIVERSITY STUDENT

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

EVALUATION

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

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

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

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

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

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

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

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

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

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

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

THE UNIVERSITY SUPERVISOR'S RESPONSIBILITIES

University Supervisors should:

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

EVALUATION AND REPORTING

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

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

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

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

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

Name ________________________________ School ____________________________ Grade/Functional Level of Students ____________

I. Subject Area(s): __________________________

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)

6. 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): ____________________________________________________________ (e.g., Racism, Social Stud. 6.3 E)

II. Topic and Core Standard (CPI): ____________________________________________

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

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

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

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

VI. Teacher Actions:
   1. Pre-Planning
      Questions to ponder: “Why am I teaching this lesson?” What do students already know about this topic?
      Are there any safety or health issues I need to consider?
      Materials/Resources: “What print materials, visual aids, technology, and other resources do I need? What community resources can be tapped? How can parents help? How can lesson extend to experience beyond the classroom”
      Launch Teaching / Learning Cycle (5E’s)
   2. Engage: (In this stage help students to make connections between past and present learning experiences and lay the foundation for activities ahead. Stimulate involvement in the activities ahead by asking a question, defining a problem, showing a surprising event, or acting out a problematic situation.)
   3. Explore: (In this stage get students directly involved with phenomena and materials by working together in teams. Act as a facilitator by providing materials and guiding the students’ focus. Allow the students’ inquiry process to drive instruction).
   4. Explain: (In this stage allow learners to put the previous abstract experiences into a communicable form. Students use language skills to sequence events into a logical format. Communication occurs among peers. Learners support each other’s learning by articulating their observations, ideas, questions, and hypotheses. The teacher introduces labels after the students have had direct experiences.)
   5. Elaborate: (In this stage help students to expand on the concept that was constructed through the exploration and explanation stages.)
   6. Evaluate: (Evaluation and assessment can occur throughout all stages, but is emphasized in the final stage. Tools might include observation: structured by checklist, interviews, project and problem-based learning products, lesson reflection, songs, oral presentation, laboratory report. Create a rubric for evaluating the performance. Link your performance tasks to the NJCCCS indicators.)

VII. Accommodations: Additional strategies for students working below grade level, ELL or with special needs.
VIII. Role of Auxiliary Personnel What do you want support personnel in the room with you to do?

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

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

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

Name:

School:

Grade:

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

#### Objectives:
e.g., Psychomotor, Cognitive & Affective (the writing of the objectives should reflect the three part of behavior, condition and criteria)

#### Equipment:
The # of equipment needed based on class size, tasks and facilities.

#### Safety Precautions:
What are the safety precautions to be noted during the entire lesson?

<table>
<thead>
<tr>
<th>Time</th>
<th>Task(s) Development</th>
<th>Cues/teaching Points</th>
<th>Organization</th>
<th>Assessment Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Describe in detail the different tasks to be performed by your students.</td>
<td>Short phrases to be repeated throughout the lesson</td>
<td>What is the students' formation during the lesson?</td>
<td>What is/are the assessment(s) strategies to be applied for the task?</td>
</tr>
</tbody>
</table>

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

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

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

➢ A well-written objective conveys the instructional intent.

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

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

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

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

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

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

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

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

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

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

Student's Name ____________________________________________ School ____________________________ Subject _______________________

Grade _____________ O Co-op Teacher __________________________
Ref. Dev. School = O Yes  O No

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

OBSERVATION NOTES:

STRENGTHS:

AREAS FOR IMPROVEMENT:

FOCUS FOR NEXT OBSERVATION: (note descriptor #)

UDENT SIGNATURE ____________________________________________ DATE _____________

IVERSITY SUPERVISOR SIGNATURE ____________________________________________ DATE _____________

Return original tan copy to Office of Field Experiences. Please Xerox copy for Student and University Supervisor.
KNOWLEDGE (Planning, Pedagogy and Content)

Uses data to adapt instruction to individual differences in needs, learning styles and multiple intelligences.
A. Demonstrates understanding
B. Organizes instruction to focus on student strengths.
C. Consistently demonstrates mastery of content knowledge
D. Plans instruction focused on major concepts.
E. Demonstrates mastery of theory and principles within the discipline.
F. Interprets CC and NJCCC standards into developmentally appropriate content.
G. Plans for mastery of CC and NJCCC standards and indicators.
H. Sequences content to facilitate learning.
I. Incorporates appropriate pedagogical knowledge (incl. content specific) in planning lessons.
J. Uses a variety of research-based instructional strategies to promote critical and creative thinking. (e.g. Bloom’s Taxonomy)
K. Incorporates cooperative groups and/or other active learning strategies.
L. Plans for guided and independent skills practice to reinforce learning.
M. Utilizes multiple methods of assessments (trading, authentic, formative and summative) to evaluate student progress.
N. Aligns assessment tasks to lesson objectives.
O. Maintains accurate records of student progress and communicates results.
P. Designs rubric to evaluate student performance task.
Q. Plans for students’ self-assessments.

APPLICATION (Skills)

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

STUDENT SIGNATURE ____________________________ DATE ____________

COOP. TEACHER/UNIVERSITY SUPERVISOR
SIGNATURE ____________________________ DATE ____________

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

Student's Name
School System/Agency
University Supervisor
of. Dev. School = Yes
No
Cooperating Teacher
Subject
Grade
Final Score:
1. Target (72-80)
2. Acceptable (60-71)
3. Insufficient Progress (59 or below)

Competency Level

Comments

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

1. Not acceptable
3. Acceptable
4. Target

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

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

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

Date
(Cooperating Teacher or University Supervisor's Signature)

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

kupps\FieldExp\FORMS\2012-2013\PRfinal\Rlpog1-July2012.doc
KNOWLEDGE (Planning, Pedagogy and Content)

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

UNDERSTANDING - (Dispositions)

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

APPLICATION (Skills)

- 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.
- 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. Encourages students' efforts and achievements.
  D. Promotes development of good character and values.
- 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.
- 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.
  D. 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.
- Teaches for understanding.
  A. Uses active student learning strategies across content areas.
  B. Creates meaningful learning experiences by relating learning to real-world issues.
  C. Uses a variety of teaching techniques e.g., problem solving, technology, cooperative learning, demonstrations, discussion, lecture.
  D. Uses multi-cultural materials when appropriate.
- Works collaboratively with colleagues and families.
  A. establishes open and appropriate lines of communication with colleagues/supervisory personnel.
  B. Participates actively and responsibly in school-wide activities.
  C. Collaborates with parents and school community members to support student learning.
  D. Participates in activities as appropriate to build strong partnerships with parents and community members (i.e. involving families in school-related activities).
  E. Assumes leadership roles as appropriate.
- Demonstrates resourcefulness.
  A. Shows initiative in locating instructional resources beyond the school environment.
  B. Uses community resources to enhance student learning.
- Demonstrates an interest in applying new technologies to teaching and learning.
  A. Integrates technologies into lessons making global connections.
  B. Utilizes technologies for research and professional development.

STUDENT SIGNATURE DATE

COOP. TEACHER/UNIVERSITY SUPERVISOR SIGNATURE DATE

- Practicum Page 2 of 2 - July 2012
## WILLIAM PATERSON UNIVERSITY
### COLLEGE OF EDUCATION
### RUBRIC FOR PRACTICUM FINAL REPORT

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

<p>| APPLICATION | |
|--------------|---------------|---------------|---------------|---------------|
| 12) Demonstrates effective communication skills | Demonstrates effective communication skills all of the time | Demonstrates effective communication skills most of the time | Demonstrates effective communication skills some of the time | Fails to demonstrate effective communication skills |
| 13) Creates a physically and psychologically safe environment | Creates a physically and psychologically safe environment all of the time | Creates a physically and psychologically safe environment most of the time | Creates a physically and psychologically safe environment some times | Fails to create a physically and psychologically safe environment |
| 14) Manages the learning environment | Effectively manages the learning environment all of the time | Manages the learning environment most of the time | Manages the learning environment some times | Fails to effectively manage the learning environment |
| 15) Develops a sense of community in the learning environment | Established rapport with all students and established a sense of community in the learning environment | Establishes rapport with all students | Is able to establish some rapport with students | Has difficulty establishing rapport with students |
| 16) Poses questions related to problems and issues which require inquiry and critical thinking | Poses authentic questions and scaffolds questions to stimulate critical thinking most of the time | Poses the full range of questions and scaffolds questions to stimulate critical thinking most of the time | Poses some high level questions but is not able to scaffold questions to stimulate critical thinking | Poses only low level questions which do not stimulate critical thinking |
| 17) Teaches for understanding | Creates meaningful learning experiences utilizing a variety of teaching strategies | Teaches for understanding most of the time | Teaches for understanding some of the time | Fails to teach for understanding |</p>
<table>
<thead>
<tr>
<th></th>
<th>Works collaboratively with colleagues and families</th>
<th>Works collaboratively with colleagues and families most of the time</th>
<th>Works collaboratively with colleagues and families some of the time</th>
<th>Fails to work collaboratively with colleagues and families</th>
</tr>
</thead>
<tbody>
<tr>
<td>18)</td>
<td>Works collaboratively with colleagues and families establishing appropriate lines of communication and building strong partnerships all of the time</td>
<td>Demonstrates initiative in locating resources within the school and community to enhance student learning all of the time</td>
<td>Limited evidence of resourcefulness</td>
<td>No evidence of resourcefulness</td>
</tr>
<tr>
<td>19)</td>
<td>Demonstrates resourcefulness</td>
<td>Demonstrates initiative in locating resources within the school and community most of the time</td>
<td>No evidence of resourcefulness</td>
<td>No evidence of resourcefulness</td>
</tr>
<tr>
<td>20)</td>
<td>Demonstrates an interest in applying new technologies to teaching and learning</td>
<td>Seeks out and utilizes new technologies for teaching and learning most of the time</td>
<td>Seeks out and utilizes new technologies for teaching and learning some of the time</td>
<td>Fails to seek out and utilize new technologies for enhance teaching and learning</td>
</tr>
</tbody>
</table>
OFFICE OF FIELD EXPERIENCES
WILLIAM PATERSOON UNIVERSITY
WAYNE, NEW JERSEY 07470

STUDENT EVALUATION OF THE PRACTICUM EXPERIENCE

Semester
○ Fall
○ Spring
○ Summer I
○ Summer II

○ Undergrad
○ Post-Bac
○ MAT
○ Visiting
○ In-Service

○ Art
○ P-3
○ P-3/K-5
○ K-5
○ K-5/5-8

○ K-5/SPED
○ English
○ Foreign Language
○ Math
○ Music

○ Phys. Ed.
○ Science
○ School Nurse
○ Social Studies

Prof. Dev. School = ○ Yes
○ No

Grade Level/Subject

School

District

Student's Name

Cooperating Teacher

Supervisor

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

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

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

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

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

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

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


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


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


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


7. Additional comments:


DATE OF REPORT

STUDENT SIGNATURE

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

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

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

Use the space below for comments:

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

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

Request Form for Professional Development Hours for Mentoring a Practicum Student

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

Mr. Ms.__________________________________ School Email: _______________________

Home Address: ________________________________________________________________ Telephone: _______________________

Student ________________________________________________________________________ Practicum Dates From: ___________ To: ________________

Last Name __________________________ First Name __________________________

District: ___________________________ School: ___________________________ Name of Supervisor: __________________________

Last Name __________________________ First Name __________________________

Is this a Professional Development School (PDS) with WPUN?: O Yes O No

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

(Additional teachers must also submit form)

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

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

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

3. Are you a WPUNJ graduate? O Yes O No

   If no, where did you receive your teacher training:

4. Degree (fill in highest attained):
   O Bachelor's
   O Master's
   O Doctorate

   Decade Obtained: O 1970
   O 1980
   O 1990
   O 2000
   O 2010

   Please fill in: O Post Baccalaureate
   O Alternate Route

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

6. Have you mentored/supervised students?
   O Yes
   O No

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

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

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

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

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

13. Do Professional development hours make mentoring more attractive?
    O Yes
    O No
14. Did you have preparation in mentoring?
   O Yes
   O No

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

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

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

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

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

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

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

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

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

23. If yes to #22, by whom?
   O Students
   O Supervisors
   O 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.
Special Case in Field Experience: Preparing Inquiring Educators

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

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

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

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

Alternatives:

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

Special Case in Field Experience: Preparing Inquiring Educators

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:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Goal</th>
<th>Specific Strategies For Improvement</th>
<th>Time Line for Improvement</th>
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(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  Area Code: 973

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

OTHER

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

National Education Association’s Code of Ethics of The Education Profession

Code of Ethics Of The Council For Exceptional Children

Code of Ethical Conduct and Statement of Commitment
National Education Association's Code of Ethics of the Education Profession

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

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

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

Principle I
Commitment to the Student

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

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

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

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

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

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

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualification.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist a non-educator in the unauthorized practice of teaching.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift or favor that might impair or appear to influence professional decisions or actions.

Adopted by the 1975 Representative Assembly
CODE OF ETHICS OF THE COUNCIL FOR
EXCEPTIONAL CHILDREN

Code of Ethics for Educators of Persons with Exceptionalities

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

A. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.

B. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.

C. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.

D. Special education professionals exercise objective professional judgment in the practice of their profession.

E. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.

F. Special education professionals work within the standards and policies of their profession.

G. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.

H. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.
APPENDIX B

New Jersey Teaching Standards

National Board for Professional Teaching Standards (NBPTS)

Interstate Teacher Assessment and Support Consortium Standards (InTASC)
The New Jersey Teaching Standards

1. **Standard One**: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

2. **Standard Two**: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

3. **Standard Three**: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.

4. **Standard Four**: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

5. **Standard Five**: Assessment. Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

6. **Standard Six**: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

7. **Standard Seven**: Special Needs. Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

8. **Standard Eight**: Communication. Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

9. **Standard Nine**: Collaboration and Partnerships. Teachers shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and well-being.

10. **Standard Ten**: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

11. **Standard Eleven**: Professional Responsibility. Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.
National Board for Professional Teaching Standards (NBPTS)

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

Proposition #1: Teachers are committed to students and their learning.
   ~ Teachers recognize individual differences in their students and adjust their practice accordingly.
   ~ Teachers have an understanding of how students develop and learn.
   ~ Teachers treat students equitably.
   ~ Teachers’ mission extends beyond developing the cognitive capacity of their students.

Proposition #2: Teachers know the subjects they teach and how to teach those subjects
   ~ Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
   ~ Teachers command specialized knowledge of how to convey a subject to students.
   ~ Teachers generate multiple paths to knowledge.

Proposition #3: Teachers are responsible for managing and monitoring student learning.
   ~ Teachers call on multiple methods to meet their goals.
   ~ Teachers orchestrate learning in group settings.
   ~ Teachers place a premium on student engagement.
   ~ Teachers regularly assess student progress.
   ~ Teachers are mindful of their principal objectives.

Proposition #4: Teachers think systematically about their practice and learn from experience.
   ~ Teachers are continually making difficult choices that test their judgment.
   ~ Teachers seek the advice of others and draw on education research and scholarship to improve their practice.

Proposition #5: Teachers are members of learning communities.
   ~ Teachers contribute to school effectiveness by collaborating with other professionals.
   ~ Teachers work collaboratively with parent.
   ~ Teachers take advantage of community resources.
Interstate Teacher Assessment and Support
Consortium Standards (InTASC)

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

Learners and Learning

I. InTASC Standard I: Focuses on the Learner and Encourages Development as an Independent Learner

II. InTASC Standard II: Understands and Adapts to Learning Differences

III. InTASC Standard III: Creates and Maintains a Safe and Positive Learning Environment

Content Knowledge

IV. InTASC Standard IV: Demonstrates Content Knowledge

V. InTASC Standard V: Application of Content

Instructional Practice

VI. InTASC Standard VI: Assessment

VII. InTASC Standard VII: Planning for Instruction

VIII. InTASC Standard VIII: Instructional Strategies

Professional Responsibility

IX. InTASC STANDARD IX: Professional Learning and Ethical Practice

X. InTASC STANDARD X: Leadership and Collaboration
APPENDIX C

Legal Responsibilities
Legal Responsibilities

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

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

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

Classroom teachers or others in authority have authority of students.

18A:25-2. Authority over pupils

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

Students must obey school rules.

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

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

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

18A:6-1. Corporal punishment of pupils

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

(1) to quell a disturbance, threatening physical injury to others;
(2) to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil;
(3) for the purpose of self-defense; and
(4) for the protection of persons or property;
and such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intendment of this section. Every resolution, bylaw, rule, ordinance, or other act or authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or educational institution shall be void.

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

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

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

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

18A:36-4. Period of silence

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

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

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

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

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

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

Reporting Child Abuse in New Jersey
FOR YOUR INFORMATION

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

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

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

TYPES OF ABUSE:

- Physical
- Sexual
- Emotional
- Neglect
- Abandonment

CLASSROOM SIGNS:

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

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

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

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

All school employees are required by law to report suspected abuse/neglect directly to DYFS. Notify the building principal or a designee (per board policy).
Every district should have a written policy on dealing with child abuse/neglect. This is required by law; be sure to get a copy.

You may choose not to give your identity when reporting.

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

Do not contact the parents.

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

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

William Paterson University’s Sexual Harassment Policies
SEXUAL HARASSMENT POLICY

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

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

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

Legal Definitions

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

Sexual harassment includes but is not limited to:

Gender Harassment: generalized gender-based remarks and behavior;

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

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

Sexual Assault: gross sexual imposition, like touching, fondling, grabbing, or assault.
For general policy purposes, sexual harassment may be described as unwelcome sexual advances, requests to engage in sexual conduct, and other physical and expressive behavior of a sexual nature. The Courts have classified cases in two ways:

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

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

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

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

**Examples of Sexual Harassment**

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

- Threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, living situations, or letters of recommendation (the threat can be overt or implied from the conduct, circumstances and relationship of the person involved)
- Unwelcome sexual advances, whether direct propositions of a sexual nature or subtle pressure for sexual activity
- Unwanted attempts to change a professional or education relationship into a personal one
- Verbal abuse of a sexual nature
- Repeated sexually oriented kidding, teasing, joking, or flirting
- Graphic commentary about an individual's body, clothing, sexual prowess, or sexual deficiencies
- Leering, whistling, touching, pinching, or brushing against another's body
- Offensive, crude language
- Display of objects or pictures which are sexual in nature that would create a hostile or offensive work, learning, or living environment
- Behavior of a sexual nature that discomforts or humiliates and demonstrates insensitivity

Consensual Relations

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

Therefore:

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

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

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

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

Vice President of Student Development, Dr. John Martone, ext. 2179
Women's Center, , ext. 2948
Associate VP for Human Resources, John Polding, ext. 2887
Associate VP for Dean of Graduate Studies and Research, Dr. Nina Jemmott, ext. 2121
Director of Employment Equity and Diversity, John Sims, ext. 2389

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

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

POLICY 2.1 FIELD EXPERIENCE REQUIREMENT

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

POLICY 2.2 FIELD EXPERIENCE PLACEMENTS

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

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

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

Placements are typically made in the following counties: Bergen, Essex, Hudson, Morris, Passaic, Sussex, and Union. This policy is enforced to ensure the availability of a college supervisor. Limited placements may be made in other counties under special circumstances. All placements are contingent on school district acceptance and university supervisor availability.
POLICY 2.3 DESCRIPTION OF DIVERSE PLACEMENTS SITES FOR COLLEGE OF EDUCATION OF WILLIAM PATERSON UNIVERSITY

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

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

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

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

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
   a. An overall cumulative grade point average of 2.75 (or 3.0 for post-baccalaureate) at the close of the semester immediately preceding the practicum experience.
   b. A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.
   c. A minimum of 60 credits completed at the time of application for practicum at the undergraduate level.
   d. Completion of all requirements based on the freshman basic skills tests in reading, writing, and mathematics, and the successful completion of English 110 Writing Effective Prose, prior to admission to the teacher education major at the undergraduate level.
   e. An analysis of speech patterns and if applicable, problem diagnosis and remediation.
   f. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, etc.
3. a. Submission of the Practicum Application, including a biographical data form.
   b. Current NJ substitute license and documentation of negative results on Mantoux Test to the Office of Field Experiences latest three (3) months in advance of the field experience semester.
POLICY 2.5 ACCEPTANCE TO STUDENT TEACHING INTERNSHIP (EDUC 4140, 4150, 5140, and 5180)

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

1. Admission to the appropriate certification program.
2. Approval of the individual applicant by the department which is responsible for certification, based on the following standards:
   a. An overall cumulative grade point average of 2.75 (or 3.0 for EDUC 514 and 518) at the close of the semester immediately preceding the student teaching experience.
   b. A cumulative grade point average as deemed appropriate in the academic major and a 3.0 grade point average in the teacher education sequence, as deemed by the appropriate certification program.
   c. Satisfactory completion of all preliminary field experiences and courses required in the program.
   d. A minimum of 84 credits completed at the time of application for student teaching at the undergraduate level.
   e. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of portfolio, specific skills tests, comprehensive tests, and requirements to pass the Praxis.

3. a. Submission of the Student Teaching Application, including a biographical data, to the Office of Field Experiences no later than one year preceding the academic semester of the internship for the following Fall or Spring semesters.
   b. Current NJ substitute license, documentation of negative results on Mantoux Test and Praxis scores must be submitted to the Office of Field Experiences latest three (3) months in advance of the field experience semester.

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

Teacher candidates eligible for In-Service Supervised Teaching and Seminar (EDUC 5650 and EDUC 5660) must be accepted into the post-baccalaureate program, have completed all courses in the certification program, including practicum, and must have a minimum GPA of 3.0. Prior application with the Office of Field Experiences is required, with approval of the principal of an approved school and the recommendation of the appropriate department chair (or designee).

Candidates' assignment will be dependent upon (1) acceptance into the certification program; (2) approval by the department chair (or designee) of the department responsible for certification, and (3) adherence to the following standards:
1. Meet cumulative grade point average requirements at the close of the semester immediately preceding student teaching.

2. Methods courses required in the program, and practicum.

3. Minimum of 12 credit hours at WPU.

4. Consideration of additional departmental standards in the form of auditions, physical performance requirements, submission of folio, specific skill tests or other standards deemed necessary for the particular program.

POLICY 2.7 APPLICATION DEADLINE and APPEALS

1. Teacher candidates must turn in applications for both practicum and student teaching one year in advance in accordance with announced deadlines.

2. Teacher candidates may appeal a decision about acceptance of their application for field placement. Upon the review of application materials and subsequent written recommendation of the department chair (or designee) all relevant materials should be submitted to the Office of Field Experiences. Teacher candidates will be placed on a waiting list.

3. Pending Placement of Teacher Candidates
   Teacher candidates on the waiting list cannot be guaranteed a placement. When registering for classes, students should not sign up for the field experience and its attendant courses, but should make arrangements to take other courses. Teacher candidates on the waiting list will be placed if one of the following conditions exists: cancellations occur or open-ended placement possibilities arise in districts.

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

POLICY 2.8 PRACTICUM STUDENT RESPONSIBILITIES/QUALIFICATIONS

Practicum Students
Practicum students are expected to regard their assignment as a full semester, one or two day responsibility during which they are required to work all hours of each school day for the entire experience. Practicum students follow the same teaching schedule as the cooperating teacher. Employment and other outside activities must be reduced to a point where the student is not unduly fatigued, and which permits ample time for conferences with the cooperating teacher, thorough daily preparation, and appropriate participation in relevant school programs. Teacher candidates are expected to arrive and leave in accordance with professional schedules. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience.
Practicum students will need to keep a reflective journal of their experiences in the assigned school. It shall contain, for example:

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

**POLICY 2.9 STUDENT TEACHING RESPONSIBILITIES/QUALIFICATIONS**

Student Teachers

Student teachers are expected to regard their assignment as a full semester, full-time responsibility during which they are required to work all hours of each school day for the entire experience. Student teachers will follow the same teaching schedule as the cooperating teacher. Employment and other outside activities should be reduced to a point where the student is not unduly fatigued, and which permits ample time for conferences with the cooperating teacher, thorough daily preparation, and participation in the whole program of the school. Student teachers should not request to leave early or to be absent from the cooperating school during this semester. It is expected that field experience students will not participate in any employment, activity or university function which interferes with the responsibility and requirement of the professional experience. All teacher candidates enrolled in student teaching may register for no more than one course (3 or 4 credits) beyond student teaching and the student teaching seminar.

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

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

**POLICY 2.10 PRACTICUM/STUDENT TEACHING ATTENDANCE POLICY**

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

If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester) or one day of practicum and if the explanation for absences is acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, a
teacher candidate may be permitted a makeup opportunity. If such a makeup is approved, that teacher candidate can make up the days missed at the end of the current semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the teacher candidate completes the work, the cooperating teacher and supervisor will be responsible for submitting revised reports so that a grade change can be processed. Emergency school closures and other non federal holidays must be made up by practicum students if total days of attendance fall below ten.

A. Internal Policy for Practicum Attendance

Absences: Days 1, 2, 3
During the practicum assignment, the student is allowed one documented, unavoidable absence. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6
If a practicum student misses four or more days and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the practicum student completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

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

B. Internal Policy for Student Teacher Attendance

Absences: Days 1, 2, 3
During the student teaching assignment, the student is allowed three documented, unavoidable absences. Additional absences must be made up by arrangement with the Office of Field Experiences, the cooperating teacher, and the college supervisor.

Absences: Days 4, 5, 6
If a student teacher misses up to an additional three days of student teaching (a total of 6 days or 8% of the semester), and if absences are acceptable to the cooperating teacher, the supervisor, and the Office of Field Experiences, that student can make up the time missed at the end of the semester. The cooperating teacher and supervisor must submit a grade of Incomplete. When the student teacher completes the work, the cooperating teacher and the supervisor will be responsible for submitted revised reports so that a grade change can be processed.

Absences: Days 6.5 to 25.5
If a student teacher misses more than 6 days but less than 26 days (approximately 1/3 of the semester), that student can take an incomplete for student teaching for that semester if certain arrangements can be made. The Office of Field experiences will work with the school district to see if that student can continue into the next semester (either January or June) to complete the days missed. The college supervisor and the
cooperating teacher would have to agree to continue to supervise that student until the
time is made up. When the student teacher completes the work, the cooperating
teacher and supervisor will be responsible for submitting revised reports so that a
grade change can be processed.
Absences: Days 26 or more
If a student teacher misses 26 or more days of student teaching without an official WD,
that student will fail student teaching for the semester and must reapply for an
additional semester. The Office of Field Experiences, in concert with the local district,
will decide whether the student can student teach in the same school or will have to be
assigned to a different school.

POLICY 2.11 AT RISK TEACHER CANDIDATES

Teacher candidates identified as in jeopardy of receiving a provisional pass or failing grade in
practicum or student teaching must be observed by a full-time faculty member from the
appropriate department or program within two weeks of notification of the problem by the
Director of the Office of Field Experiences.
Teacher candidates who receive a failing grade or a provisional pass must meet with the
Department Chair or his/her designee to determine permission to continue in the program.

POLICY 2.12 REMOVAL FROM FIELD EXPERIENCE PLACEMENTS

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

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

POLICY 2.13 REPEATING FIELD EXPERIENCE PLACEMENTS AND/OR SEMINAR

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

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

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

- have permission from the Director of the Office of Field Experiences, in consultation
  with the college supervisor and other appropriate department faculty;
- complete the field experience within a two-year period from the date of withdrawal or
  the date of receiving a grade of “fail”;
• agree to follow any recommendations for improvement emanating from the program offering certification.

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

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

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

POLICY 2.14 MISCELLANEOUS POLICIES

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

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

B. Student Teachers
Supervisors are required to observe student teachers every other week, or a minimum of eight (8) times. College supervisors are required to complete an Interim Report and a Final Report. The Interim Report does not become part of the student teacher’s permanent record. The Final Report, in which the college supervisor considers the Cooperating Teacher’s Report and his or her own evaluation, becomes an important document that is used by the Office of Certification for certification eligibility. The college supervisor assigns a student teaching grade of Pass, Fail, or Incomplete.
Cooperating Teacher: The cooperating teacher must be fully certified, have at least three years experience as a teacher and meet the Office of Field Experience recommended criteria for selection of cooperating teachers.

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

Policy 2.15 VISITING STUDENT TEACHERS

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

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

Source
APPENDIX G

Practicum/Student Teaching Withdrawal Process
PRACTICUM/STUDENT TEACHING

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

> The student who is registered for Field Experience and is required to leave that experience by request of the school district or the university, will be considered for a grade of "F" or "WD" based on circumstances.

> The circumstances which initiated the request will be reviewed by the Office of Field Experience, the College of Education department in which the student is enrolled and the Dean. Students are subject to all academic and financial regulations that govern grading and refunds.

> If the Office of Field Experience requires the student to re-register for Field Experience in a subsequent semester, registration and payment are required.

> A student who voluntarily contacts the Office of Field Experience and/or the Chair of student’s College of Education department to request a withdrawal from that experience during the semester in which it is taken is subject to all academic/financial regulations that govern.

> Extemuating circumstances such as medical may be considered by the Office of Field Experience, the department and the Dean upon receipt of request. The request for withdrawal is then forwarded to the Office of the Registrar to be processed. A circumstantial letter of consideration may accompany the request for withdrawal.

> A student who is registered for Field Experience in a semester and requires additional time to satisfy those requirements may be issued an “Ino” provided the time required to satisfy requirements does not extend beyond 30 days into the next semester in accordance with University policy. If more than 30 days are required, the student should be referred to the Director of Field Experience for resolution (grading is required).

Comments

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

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

Office of the Registrar

11/03
APPENDIX H

Expectations
WILLIAM PATERSON UNIVERSITY
OFFICE OF FIELD EXPERIENCES

Expectations for Student Teachers and Practicum Students
To be reviewed and signed during the initial meeting between the student cooperating teacher and university supervisor.

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

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

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

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

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

Attendance:
Be on time and follow the school district’s time schedule.

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

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

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

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

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

Put up and take down monthly bulletin board displays.

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

Be familiar with the New Jersey Core Curriculum Content Standards.

Dispositions:
Display a positive attitude and dedication to teaching.

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

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

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

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

STUDENT TEACHER ___________________________ DATE ____________

COOPERATING TEACHER ___________________________ DATE ____________

UNIVERSITY SUPERVISOR ___________________________ DATE ____________
APPENDIX I

A GUIDE FOR THE STUDENT TEACHING EXPERIENCE

LIST OF EXPERIENCES FOR THE STUDENT TEACHER
<table>
<thead>
<tr>
<th>Week(s)</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe cooperating teacher teaching, become familiar with school operation, assist with clerical tasks, learn use of AV equipment, work on lesson plans, work on bulletin board. Begin co-teaching (One Teach, One Observe; Station Teaching; One Teach, Once Assist)</td>
</tr>
<tr>
<td>2, 3</td>
<td>Begin teaching a class. Continue observing and assisting cooperating teacher, i.e., grading papers, recording grades in grade book. Begin developing lesson plans for a two week unit, etc. May observe other quality teachers in the building. Increase co-teaching.</td>
</tr>
<tr>
<td>4</td>
<td>Increase teaching load and responsibility. Move to Parallel Teaching in the co-teaching model.</td>
</tr>
<tr>
<td>5-7</td>
<td>Begin taking the lead in co-teaching many of the classes.</td>
</tr>
<tr>
<td>8</td>
<td>Student teacher is teaching all day implementing co-teaching methods. The student teacher performs all teacher responsibilities such as lesson planning and recording grades after discussions with the cooperating teacher.</td>
</tr>
<tr>
<td>9-14</td>
<td>The student teacher is teaching all day and has assumed all responsibilities, e.g., attending faculty meetings, hall supervision, attending parent-teacher conferences. The cooperating teacher is focusing on struggling students while observing the student teacher to be assured that all students are learning. The cooperating teacher and student teacher meet daily to discuss the day's accomplishments, tomorrow's lesson plans, best methods of presentation, areas for improvement, etc. Should the cooperating teacher leave the room briefly the student teacher always knows where to reach the cooperating teacher in case there is a classroom emergency.</td>
</tr>
<tr>
<td>15</td>
<td>The student teacher should observe other quality teachers in the building.</td>
</tr>
<tr>
<td>16</td>
<td>Student teacher writes a thank-you note to the cooperating teacher and principal.</td>
</tr>
</tbody>
</table>

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

- Observe your Cooperating Teacher and ask for feedback when teaching
- Observe Teachers Recommended by the Cooperating Teacher
- Develop and Use Daily Lesson Plans - Prepare Lesson Plans for a Teacher Work Sample Unit
- Grade Papers - Prepare and Use Your Own Grade Book

Learn How School Operates

- Attendance Procedures
- Fire Drills
- Parent Conferences
- PTA or PTO Meetings
- Back to School Night
- Faculty Meetings/In-Service
- Faculty Handbook
- Discipline Procedures
- Emergency Plans
- Student Record Procedures
- Grade Cards/Assessments
- Lunch Room Operation
- Athletic Events
- District and School Policies and Procedures
- Library Rules
- Assemblies
- Teacher Websites
- Board of Education Meetings
- Grade Level/Department Meetings

Use Available Technology

Prepare Bulletin Boards

Develop Skills in Duties Outside the Classroom

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

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

Early Childhood Education (P-3) Field Experiences
EARLY CHILDHOOD EDUCATION (P-3)
FIELD EXPERIENCES
INFORMATION FOR STUDENTS, COOPERATING TEACHERS &
UNIVERSITY SUPERVISORS

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

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

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

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

The student is assigned a University Supervisor who will complete at least two observations of the student over the course of the semester. Students are expected to submit their lesson plan to the Supervisor prior to the observation. The supervisor meets with the student following the observation to provide feedback and assistance. She will also discuss the student’s progress with the Cooperating Teacher.
**CIEC 3000 (Practicum in Early Childhood Education)** is the second early childhood field experience and is taken concurrently with 4 early childhood courses. Students are placed in approved classrooms for 2 full days per week for 10 weeks, culminating with 2 full weeks.

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

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

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

The student is assigned a University Supervisor who will complete at least two formal observations of the student over the course of the semester. Students are expected to submit their lesson plans to the Supervisor prior to the observation. Normally, s/he will observe once during the final two intensive weeks. The supervisor meets with the student following the observations to provide feedback and assistance. S/he will also discuss the student’s progress with the Cooperating Teacher.
EDUC 4140 (Student Teaching Internship and Seminar) is the final field experience and the capstone of the student’s pre-service education. This semester long full-time experience is designed to involve the student teacher in gaining additional skills and practice in teaching. The experience closely supervised by the Cooperating Teacher and University Supervisor. The experience begins with observation and progresses to taking over one or more subjects and daily activities leading to ‘full-time’ teaching.

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

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

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

LIST OF PROFESSIONAL ORGANIZATIONS
LIST OF PROFESSIONAL ORGANIZATIONS

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

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

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

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

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

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

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

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

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

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

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

National Association for the Education of Young Children
1509 Sixteenth Street, N.W., Washington, DC 20019; 1-800-424-2460
www.naeyc.org
LIST OF PROFESSIONAL ORGANIZATIONS – Con’t

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

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

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

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

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

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

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

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

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

NJEA Student Membership Information
New Jersey Education Association

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

The Student Member application form is found on: http://www.njea.org/members/student-members

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

FALL CONVENTION - November 7 & 8 – Atlantic City Convention Center

Top 10 Reasons to Attend the Convention

1. Great Public Schools - Light the Future Experience NJEA's vision for the future. You'll return to school feeling rejuvenated, inspired, and better prepared to help New Jersey's children achieve, build, and create a successful future.

2. Networking. You will have an opportunity to network with colleagues from all across the state at the world's largest education gathering.

3. Hundreds of Professional Development Programs

4. Over 800 Exhibits

5. NJEA Services Center – NJEA staff are on hand to show you the many services and programs offered by NJEA, and NEA.


7. Good Ideas Forum - Talk one on one with experts in your professional field.

8. Exhibit Floor - shop for the many exciting ideas and materials for your classroom.

9. Lots of Exciting Entertainment - NJEA has lined up two evenings filled with exciting entertainment.

10. Easy Transportation - NJ TRANSIT is running a special train on Thursday and Friday morning -- the NJEA Express.
APPENDIX M

College of Education Clubs and Societies
College of Education
William Paterson University
Clubs and Societies

Clubs

1. **Education Club**
   
   **Goal:** Increased participation in community services and professional related activities.
   **Membership Requirement:** Current WPU Student.
   **Faculty Advisor:** Dr. Sue Mankiw

2. **Graduate Education Student Organization**
   
   **Goal:** Communication among graduate students and between graduate students and institution; preparation for doing research; networking.
   **Membership Requirements:** Current WPU Graduate Student

3. **Student Council for Exceptional Children**
   
   **Goal:** To prepare exceptional children to meet the demands of today.
   **Membership Requirements:** Current WPU Student
   **Faculty Advisor:** Dr. Peter Griswold

Societies

1. **Kappa Delta Pi - Zeta Alpha Chapter**
   
   **Goal:** An International Honor Society in Education organized to recognize excellence in education.
   **Membership Requirements:** By invitation-based on high academic achievement, commitment to education as a career as well as professional and personal attitudes toward life and teaching. Applications available. Minimum GPA's: Sophomore 3.45; Junior 3.35; Senior 3.30; Graduate 3.50.
   **Faculty Advisor:** Dr. Alison Dobrick

2. **Pi Lambda Theta - Beta Chi Chapter**
   
   **Goal:** an International Scholastic Honor Society.
   **Membership Requirements:** 3.5 GPA as well as appropriate letters of recommendation are required.
   **Faculty Advisor:** Dr. Alison Dobrick
APPENDIX N

State Regulations for Teacher Preparation Programs
CERTIFICATION IN NEW JERSEY
http://www.nj.gov/education/educators/license/overview/

http://www.nj.gov/education/educators/license/teacher/

Definitions

Many types of certificates and titles are available in New Jersey.

Certificates are issued under four categories:

- **Teacher certificates** (classroom teachers),

- **Educational Services Personnel certificates** (i.e. school social worker, school psychologist, learning disabilities teacher-consultant, substance awareness coordinator, etc.)

- **School Leaders certificates** (i.e. school administrator, principal, supervisor and school business administrator).

- **Career and Technical Education certificates** (i.e. automotive technology, carpentry, cosmetology/hair styling, plumbing, etc.)

New Jersey’s Office of Licensure and Credentials works under the authority of the State Board of Examiners which is the educator licensing agency in New Jersey.

**CEAS (Traditional Route):** The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. The CEAS authorizes an individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard certificate or has NOT completed one year of full-time teaching under a valid out-of-state instructional certificate.

**Provisional** - This two-year certificate is requested by the employing school district for a newly hired teacher after an individual obtains a CE or CEAS and a full-time teaching position. This certificate legalizes employment. Both mentoring and supervision and evaluation are required under this certificate. Alternate route teachers will also be required to complete formal instruction. Please visit the [Provisional Teacher Program (PTP) page](http://www.nj.gov/education/educators/license/teacher/) for more details. *Note that an individual cannot apply for this certificate. Rather, it is the employing district that applies for this certificate on behalf of the applicant.*

**Standard Certificate:** This is a permanent certificate issued to an individual who has met all requirements for state certification. This certificate is issued to an individual who has successfully completed the PTP program, holds a previously issued NJ instructional certificate, or holds a valid out-of-state instructional certificate with one year of full-time teaching experience under the certificate.
New Jersey’s Three-Step Certification Process for Novice Educators

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

There are three stages to becoming permanently certified in New Jersey:

- Establishing eligibility – CEAS (Certificate of Eligibility with Advanced Standing)
- Becoming legally employed in a school district and successfully completing the provisional teaching period; and
- Being recommended for permanent certification.

The details of each of these stages and the requirements for each certificate are provided in other sections of this Web site, which you may access by using the hot links in this section. A careful reading of the detailed information will help you successfully negotiate your way through the certification process. Information follows regarding the Provisional Teacher Program.

What is the Process for Newly Hired, First-Time Teachers?

http://www.nj.gov/education/educators/license/provprogram.htm

Provisional Teacher Program

The Provisional Teacher Program is a program in which all novice teachers, both alternate and traditional route, are supported and supervised by experienced professionals in their schools while working under provisional certificates. After completion of the PTP, a teacher may be recommended for a standard certificate.

In order to begin participation in the PTP a candidate must first obtain a Certificate of Eligibility with Advanced Standing (CEAS) or Certificate of Eligibility (CE). These certificates allow the candidate to seek and accept offers of employment as teachers in public schools. When a candidate is hired, the district/school must register the candidate into the PTP and a provisional certificate is issued.

If you have any questions about the Provisional Teacher Program please Email ptp@doc.state.nj.us or call 609-984-6377.
Traditional Route: CEAS to standard license
http://www.nj.gov/education/educators/license/CEAS.htm

1) Obtain a CEAS: (Certificate of Eligibility With Advanced Standing)

2) Obtain Employment: When a candidate is hired, the district/school must register candidate into the Provisional Teacher Program and a provisional license is issued.

3) Mentoring: 30 weeks of support by a school-based experienced teacher.

4) Provisional Teacher Program Training Costs: $550 is paid to the teacher (s) who serves as the experienced mentor over the 30 week duration of the program.

5) Supervision and Evaluation: Three evaluations by school based administrators, including final summative evaluation recommending the novice teacher for standard certificate.

6) Applicant will apply online for standard license and select "payment not needed".

http://www.nj.gov/education/educators/license/teacher/
http://www.nj.gov/education/educators/license/overview/
APPENDIX O

Capitalize On Your Field Experiences
To Land That First Job
Capitalize on Your Field Experiences to Land that First Job!

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

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

Twelve tips for making the most of your Field Experiences:

1) DO A GOOD JOB! – How you begin your field experience will leave a lasting impression on all you come in contact with including the cooperating teacher, other teachers, students, administrators and parents. Before you begin your field experience, learn as much as you can about the school district. Review printed materials, the website and speak to individuals living within the district for their insight. Meet the school's expectations by being on time, dressing appropriately, being positive and of course, professional! Be prepared to come in early and stay as late as necessary. Remember it is important to interact with all school personnel, not just teachers. You will set the stage for how others respond to you by how you perform and communicate with others. All the other tips that follow are contingent upon this one.

2) GET INVOLVED BEYOND YOUR CLASSROOM - Look for opportunities such as tutoring after school, coaching, writing for the school newsletter, helping with a concert or other school-wide event. Administrators are impressed with anyone who goes "above and beyond" what is required. Coaching is one of those areas that is often the deciding factor in a hire when a principal needs an English teacher and a woman’s basketball coach.

3) SEEK OPPORTUNITIES TO EXPAND YOUR KNOWLEDGE – Build on prior coursework through practical experience in areas such as standards and testing, behavior management and children with special needs. There will definitely be questions about these topics in your interviews. For example, participation in Child Study Team meetings shows your degree of involvement with your students and provides you with extra insight in collaborating with others to help students succeed.
4) CREATE A STRONG MARKETABLE RESUME – In planning your resume remember that there are activities in your student teaching, which are expected of you such as developing and teaching lessons, bulletin boards, marking papers and participating in parent-teacher conferences. Think “beyond the box” when describing your student teaching experience. What did you do that was more than was expected? The development of a resume takes time. Don’t wait until the end of the student teaching semester to begin the process. Many campus Career Services Offices regularly sponsor “On-Campus Recruiting” where school districts come to the university to conduct interviews. Your resume must be submitted early to take advantage of these programs.

5) TAKE ADVANTAGE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES- Often you will be required to attend in-district staff development workshops during your field experience. When possible, attend additional professional development seminars and conferences to enhance your knowledge of content and/or pedagogy. Join professional organizations reflecting your academic area or those that interest you. Your participation demonstrates to administrators your desire to be a lifelong learner.

6) DESIGN AND REFINE YOUR PORTFOLIO - Begin to collect artifacts in your early field experiences. Remember to keep copies of everything and to take pictures. When you reach student teaching you can reflect on everything you have done and then focus your presentation portfolio on what you have done really well. Be prepared to talk in depth about anything in your portfolio. Portfolios are not only used in teacher education to get that first job, but also by experienced teachers to obtain National Board Certification.

7) ASK PRINCIPAL FOR A MOCK INTERVIEW - Practice before the interview with peers. Ask for feedback on how you responded to questions as well as your appearance. Bring your cover letter, resume and portfolio to share during the interview so that you also receive feedback on them.

8) ASK THE PRINCIPAL TO OBSERVE YOU TEACHING – Ask a principal or other administrator to observe you teaching a lesson and ask them for their feedback. If you did not perform as well as you might have liked, ask if he/she would observe you again at a later date once you have had the chance to incorporate their suggestions. If the administrator is favorably impressed, this can provide you with an additional reference or possibly a job in that school if there is an opening. Principals also know other principals and can often help you network.
9) LOOK FOR UNIQUE OPPORTUNITIES FOR FEEDBACK – Consider asking the students to evaluate how you did as a practicum student or student teacher. What did they like and what suggestions do they have for you. You might want to include their evaluations in your portfolio along with those of the cooperating teacher and university supervisor. If you have worked closely with other school personnel consider asking them to observe you teach and possibly serve as a reference.

10) DEVELOP AN AREA OF EXPERTISE – Highlight any areas of expertise and demonstrate them during your field experience. These might include knowledge of the writing process, reading, technology, drama, science or math. You could become the resident expert in your school for integrating technology or the stage manager for a school production.

11) PLAN YOUR GOODBYES – Think about how you will say goodbye to the students and the staff at the school. Write thank you notes and plan to purchase any goodbye gifts. Firm up any plans to revisit.

12) BEGIN TO DEVELOP YOUR OWN THEORIES AND BELIEFS- Once you have been exposed to theories and beliefs of your cooperating teacher and others within your school, begin to develop your own philosophy of education and strategies for classroom management. Write these in your journal and test them out in your classroom teaching. As the semester progresses, reflect upon them and re-evaluate your philosophy and viewpoints. These are often typical questions asked of you in an employment interview.

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

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

Sharon Rosengart, Associate Director, Career Development Center
Nancy Norris-Bauer, Director, Office of Field Experience
William Paterson University, New Jersey
NEW JERSEY DEPARTMENT OF EDUCATION

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

Department Overview

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

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

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

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

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

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

Looking For Jobs?

Personal Search Service (PSS)

Search for Jobs

Search for Ed-Events

Post Your Resumes

Post Your Applications
APPENDIX P

Criteria for Recommending a Cooperating Teacher
Criteria for Recommending a Cooperating Teacher

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

Collaborative Field Experience Agreement Between William Paterson University and the School District
COLLABORATIVE FIELD EXPERIENCE AGREEMENT
Between
WILLIAM PATERSON UNIVERSITY and the SCHOOL DISTRICT

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

The University commits itself to the following:

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

The School District commits itself to the following:

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

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

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

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

What is Co-Teaching?
What is Co-Teaching?

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

- **One Teach, One Observe**: One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.

- **Station Teaching**: In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third “station” could give students an opportunity to work independently.

- **Parallel Teaching**: On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.

- **Alternative Teaching**: In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

- **Teaming**: In teaming, both teachers are delivering the same instruction at the same time. Some teachers refer to this as having “one brain in two bodies.” Others call it “tag team teaching.” Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.

- **One Teach, One Assist**: One person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.


Co-Teaching and Field Experiences:

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

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

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

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

Supervisor Criteria and Job Description
WILLIAM PATERSON UNIVERSITY  
College of Education  
Office of Field Experiences

Qualifications:
1. New Jersey Department of Education Permanent Teaching Certification;
2. A minimum of five (5) years experience in the area(s) of certification;
3. Master’s Degree;

ROLE OF THE STUDENT TEACHER SUPERVISOR

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

Qualifications
1. New Jersey Department of Education Permanent Teaching Certification;
2. A minimum of five (5) years experience in the area(s) of certification;
3. Master’s Degree;

ROLE OF THE PRACTICUM SUPERVISOR

1. Attend orientation program and meet with assigned practicum students

2. Send cooperating teachers a letter with the student.

3. Introduce yourself to the principal on the first visit to the school.

4. Conduct a minimum of two (2) observations for each practicum. Observe the practicum student while she/he teaches an entire lesson. (Contact someone at the school to make sure the student will be teaching at the time of your arrival.) Review the practicum student’s lesson plans. Meet with the practicum student and cooperating teacher, (separately, together, or both) after each observation. During the conference with the practicum student, provide a constructive evaluation of the student’s teaching and progress.

5. Document each observation by recording identifying information, classroom appearance, evaluation of lesson taught – both content and method presentation, pupil conduct, student teacher appearance, and practicum student’s overall contribution to the school.

6. Document each conference with the practicum student and with the cooperating teacher. Record the cooperating teacher’s assessment about the progress of the practicum teacher.

7. If a practicum teacher is having great difficulty, notify the OFE immediately. Make very detailed reports on each of your observations. Have the cooperating teacher write an assessment of the practicum teacher’s problem(s) and write a weekly progress reports. Ask the principal to visit the classroom and record her/his observations. Meet with the principal to obtain a verbal assessment of the situation. Document this conference with the principal. Send copies of all documentation about the practicum teacher to OFE.

8. Turn in the documentation, final report and grade (refer to the Handbook for each practicum student.

9. Prepare travel expense voucher and turn into the OFE office. Please note that under a new policy, travel vouchers not turned in on time may not be paid by the WPUNJ Business Office and all travel vouchers must be generated from the WPUNJ website, printed by you and then sent to the OFE office. (Instructions are included in your folder). This policy applies to both faculty and adjunct supervisors.

10. Complete and return the evaluation that the OFE office will send you.

11. Inform the OFE office if you wish to serve as a practicum teacher supervisor for the next semester.
APPENDIX T

Contextual Factors Journal
CONCEPTUAL FACTORS JOURNAL:

PRACTICUM AND STUDENT TEACHING*

Journaling has a critical role to play as you move through your field experiences. Journaling provides opportunities for you to reflect on the contextual factors of the school, and your understanding of the occurrences that you observe; it is not a repository for minute-to-minute recording of incidents. Further, journaling promotes your ability to reflect on your experiences in and out of the P-12 classroom, and to share your impressions of the events in which you engage with faculty who are entrusted with your guidance and supervision.

<table>
<thead>
<tr>
<th>WHEN?</th>
<th>NATURE OF THE ACTIVITY</th>
<th>OFE Comp. #</th>
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</thead>
<tbody>
<tr>
<td>Throughout</td>
<td>Your goal is to openly and candidly express what you see and feel – what worked, why it worked and what didn’t work and how it might have been done differently. Reflect on the professionalism you observe among colleagues working together and/or with parents, paraprofessionals, CST members and reflect on your knowledge of child development and your own professional dispositions.</td>
<td>9, 10, 11, 12, 18</td>
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<tr>
<td>Week 1 – 2</td>
<td>Write about community and school factors such as the stability of the neighborhood, socio-economic factors, race/ethnicity (diversity factors), political climate and support for education, and the instructional implications for you as an educator.</td>
<td>8, 19</td>
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<tr>
<td>Week 3</td>
<td>Write about classroom factors such as the organization and safety of the classroom environment, class rules and routines, instructing individually and in small and large groups, availability and use of technology resources, classroom management, equitable treatment of students, and the instructional implications for you as an educator.</td>
<td>1, 13, 14, 15, 20</td>
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<tr>
<td>Week 4 – 5</td>
<td>Write about student characteristics such as age, gender, culture, language, learning styles, special needs, skill levels and experiential background, and the assessment and instructional implications for you as an educator.</td>
<td>1, 6, 7, 8,</td>
</tr>
<tr>
<td>Week 6 – END OF THE EXPERIENCE</td>
<td>During the remainder of the field experience, reflect on ways in which the following components of the instructional process were implemented in your setting – either by the classroom teacher or by you. If you do not observe a particular component, ask yourself why. In all instances, consider the impact on learners.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>♦ Pre-assessment to assure instruction at appropriate levels</td>
<td>4, 6, 1</td>
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<td></td>
<td>♦ Planning for instruction</td>
<td>16, 17</td>
</tr>
<tr>
<td></td>
<td>♦ Instructional management</td>
<td>1, 7</td>
</tr>
<tr>
<td></td>
<td>♦ Critical thinking</td>
<td>2, 3</td>
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<td></td>
<td>♦ Adaptations for learners with special needs [gifted → impaired]</td>
<td>5</td>
</tr>
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<td></td>
<td>♦ Content knowledge</td>
<td>12, 14, 15</td>
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<td></td>
<td>♦ Assessment of student learning</td>
<td>20</td>
</tr>
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<td></td>
<td>♦ Classroom management</td>
<td>9, 10, 11</td>
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<td>♦ Technology</td>
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<td>♦ Dispositions; Acting on feedback from supervisors</td>
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*The quality of your journal will in part determine the evaluation of items 10 and 11 on your Interim and Final reports.

Draft-OFE-7/14/09
MISSION

College of Education

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

July 2010