

**The Richard Stockton College of New Jersey**

***School of Education  
Teacher Education Handbook***

***Academic Year 2012-2013***

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**Handbook of the Stockton Teacher Education Program  
2012-2013**

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### **Mission of the Stockton Teacher Education Program**

The mission of the Teacher Education Program is to prepare competent, caring, qualified educators. Teachers prepared by Stockton College are competent in both subject matter and pedagogical skills and prove themselves to be caring practitioners in diverse and technologically rich learning environments.

### **Program Overview**

The Stockton Teacher Education Program is accredited by the Teacher Education Accreditation Council (TEAC), an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Stockton's teacher certification curricula have been approved by the New Jersey Department of Education and are recognized by the National Association of State Directors of Teacher Education and Certification.

The Teacher Education Program is a certification program that prepares candidates to teach a wide range of subjects in grades K-12. The Teacher Education Program offers both: course work leading to elementary teacher certification with middle school specializations and course work in subject matter certifications (K-12). Middle school specializations include mathematics, science, language arts and social studies. Subject matter certifications include art, biological science, chemistry, earth science, physical science, physics, mathematics, English, social studies and world languages.

The Teacher Education Program is a fieldwork-intensive program requiring candidates to spend 200 hours in public schools prior to the student-teaching semester. Field experiences (including Student Teaching) are coordinated and organized by the School of Education.

Students complete certification requirements either in conjunction with or following the completion of a first bachelor's degree in the liberal arts or other major.

The Stockton College School of Graduate Studies also offers endorsement programs for certified teachers in English as a Second Language (ESL), Bilingual/Bicultural Education, Students with Disabilities (TOSD), Preschool-Grade 3 (P-3), Supervisor, Principal, Reading Specialist, and Learning Disabilities Teacher-Consultant (LDTC).

### **Bachelor of Arts in Teacher Education (BATE)**

In order for a student to receive a Bachelor of Arts degree in Teacher Education, he or she must have already earned or concurrently earn a first bachelor's degree in another field of study and complete the teacher education program. In so doing, the student must complete all certification course requirements and submit a *Graduation Application* during student teaching.

## *Students Currently Enrolled at Stockton Must Meet These Criteria:*

<b>Requirements</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
Praxis I Test or Equivalent	<p>Document the one of the following:</p> <ul style="list-style-type: none"> <li>• Acceptable test scores on Praxis I PPST: Reading 175, Writing 173, Math 174</li> <li>• 570 on any <i>corresponding</i> section of the SAT</li> <li>• 24 on any <i>corresponding</i> test section of the ACT</li> </ul>	<p>SAT below 570 or ACT below 24? Sign up for the Praxis I tests at <a href="http://www.ets.org/praxis">www.ets.org/praxis</a></p> <p><i>Praxis I Retake Policy:</i> Tests that are offered continuously may be taken once every 30 days, not including the initial test date.</p> <p><i>Praxis I Deadlines</i> – Generally, you must be able to submit Praxis I scores by August 1<sup>st</sup> for Fall, December 1<sup>st</sup> for Spring, and April 1<sup>st</sup> for Summer</p>
GPA Requirements	Document a cumulative GPA of 2.75 , or the ability to raise the GPA to a 2.75 before program completion	Transfer students include all GPAs (weighted by number of credits)
Off-Campus Coursework and Transfer Credits	<p>Stockton policy states that the final 32 credits of a degree must be taken at Stockton. However, students may file for special permission to take a course off campus to fulfill a specific certification requirement that cannot be met effectively on campus.</p> <p>Students are urged to consult with the School of education preceptors and advisors to select courses that best align with both the Stockton degree requirements and the NJ Department of Education certification requirements. Early and frequent advising helps to streamline coursework.</p>	<p>Be aware that any course taken off campus <b>after matriculation</b> in the Teacher Education Program</p> <ul style="list-style-type: none"> <li>• Must be taken at an accredited college</li> <li>• May only satisfy certification requirements;</li> <li>• Will be included on Stockton's transcript for certification purposes only;</li> <li>• Will <b>not</b> be added to a student's total earned credit hours.</li> </ul>
Content Course Requirements (Subject Matter)	<p>Content Course Requirements may be taken as part of the baccalaureate major or taken additionally to fulfill specific certification requirements.</p> <ul style="list-style-type: none"> <li>• Content requirements vary depending upon the specific grade level (elementary) or the specific subject matter (art, mathematics, French, for example). <ul style="list-style-type: none"> <li>• The elementary certificate requires 60 credits in liberal arts</li> <li>• The middle school endorsement requires an elementary certificate <b>and</b> 15 credits in a subject area</li> <li>• The subject matter certifications require 30 credits in the subject, with 12 of these credits at the junior or senior level</li> </ul> </li> </ul>	<p><b>Only content courses with grades of C or better may be applied toward certification.</b></p> <p>The School of Education web page for curriculum worksheets: <a href="http://www.stockton.edu/education">www.stockton.edu/education</a></p>
TB (Mantoux) Test	Submit documentation of a negative tuberculosis (TB) test (Mantoux or PPD type) to the School of Education Office. The test must have been taken within the last two years.	The TB test may be administered by a personal physician or by the Stockton Office of Health Services.
NJ State Health Test	Pass the NJ State Health Exam in physiology, hygiene, and	The exam is offered free of charge in

	<p>substance abuse issues.</p> <p>Candidates who have completed basic military training or other appropriate coursework in human biology, health, or nutrition may be exempt.</p>	<p>the School of Education Office; <i>please call for an appointment.</i></p> <p>The state health test is also administered through any county school superintendent's office</p>
<p>Criminal History Review &amp; Fingerprinting</p>	<p>Complete the NJDOE required Criminal History Review Process and have documentation of the review on file with the Stockton School of Education.</p> <ul style="list-style-type: none"> <li>• The background check includes fingerprinting through <i>the state's contracted service provider.</i></li> <li>• Candidates without a state Criminal History Review or without a substitute certificate must obtain and complete a Criminal History Review Authorization form from the School of Education, <i>pending receipt of their state background check.</i></li> </ul>	<p>A NJ Substitute Teacher Certificate is accepted as documentation of this process.</p> <p>See the following link for information <a href="http://www.state.nj.us/njded/educators/crimhist/">http://www.state.nj.us/njded/educators/crimhist/</a></p> <p>Please note: a criminal record may preclude entrance into a teacher preparation program.</p>
<p>SOE Information Workshop &amp; Transcript Review</p>	<p>Attend an information workshop. Workshops are held twice monthly to explain the requirements, policies and procedures of the program.</p>	<p>Bring all of your transcripts; they will be reviewed by a SOE advisor.</p> <p>You can register on-line: <a href="http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=63">http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=63</a></p>

## *Students Not Enrolled at Stockton Must Meet These Criteria*

<b><i>Requirements</i></b>	<b><i>Information</i></b>	<b><i>Important Notes and Reminders</i></b>
Matriculation	Meet the full admission standards set forth by Stockton College for transfer students. These requirements include the payments of all necessary fees and deposits, submission of all required transcripts, and any other college requirements that may apply.	For more details, consult the Office of Admissions web site, at <a href="http://admissions.stockton.edu">admissions.stockton.edu</a>
GPA Requirements	Document a cumulative GPA of 2.75	
Off-Campus Coursework and Transfer Credits	Stockton policy states that the final 32 credits of a degree must be taken at Stockton. However, students may file for special permission to take a course off campus to fulfill a specific certification requirement that cannot be met effectively on campus.	Be aware that any course taken off campus <b><i>after matriculation</i></b> in the Teacher Education Program <ul style="list-style-type: none"> <li>• Must be taken at an accredited college</li> <li>• May only satisfy certification requirements;</li> <li>• Will be included on Stockton's transcript for certification purposes only;</li> <li>• Will <b><i>not</i></b> be added to a student's total earned credit hours.</li> </ul>
Praxis I Test or Equivalent	Document the one of the following: <ul style="list-style-type: none"> <li>• Acceptable test scores on Praxis I PPST: Reading 175, Writing 173, Math 174</li> <li>• 570 on any <i>corresponding</i> section of the SAT</li> <li>• 24 on any <i>corresponding</i> test section of the ACT</li> </ul>	SAT below 570 or ACT below 24? Sign up for the Praxis I tests at <a href="http://www.ets.org/praxis">www.ets.org/praxis</a>  <i>Praxis I Retake Policy:</i> Tests that are offered continuously may be taken once every 30 days, not including the initial test date.  <i>Praxis I Deadlines</i> – Generally, you must be able to submit Praxis I scores by August 1 <sup>st</sup> for Fall, December 1 <sup>st</sup> for Spring, and April 1 <sup>st</sup> for Summer
Content Course Requirements (Subject Matter)	Content Course Requirements may be taken as part of the baccalaureate major or taken additionally to fulfill specific certification requirements. <ul style="list-style-type: none"> <li>• Content requirements vary depending upon the specific grade level (elementary) or the specific subject matter (art, mathematics, French, for example). <ul style="list-style-type: none"> <li>• The elementary certificate requires 60 credits in liberal arts</li> <li>• The middle school endorsement requires an elementary certificate <b>and</b> 15 credits in a subject area</li> <li>• The subject matter certifications require 30 credits in the subject, with 12 of these</li> </ul> </li> </ul>	<b><i>Only content courses with grades of C or better may be applied toward certification.</i></b>  The School of Education web page for curriculum worksheets: <a href="http://www.stockton.edu/education">www.stockton.edu/education</a>

	credits at the junior or senior level	
TB (Mantoux) Test	Submit documentation of a negative tuberculosis (TB) test (Mantoux or PPD type) to the School of Education Office. The test must have been taken within the last two years.	The TB test may be administered by a personal physician or by the Stockton Office of Health Services.
NJ State Health Test	Pass the NJ State Health Exam in physiology, hygiene, and substance abuse issues. Candidates who have completed basic military training or other appropriate coursework in human biology, health, or nutrition may be exempt from this exam.	The exam is offered free of charge in the School of Education Office; <i>please call for an appointment.</i>  The state health test is also administered through any county school superintendent's office
Criminal History Review & Fingerprinting	Complete the NJDOE required Criminal History Review Process and have documentation of the review on file with the Stockton School of Education. <ul style="list-style-type: none"> <li>The background check includes fingerprinting through <i>the state's contracted service provider.</i></li> <li>Candidates without a state Criminal History Review or without a substitute certificate must obtain and complete a Criminal History Review Authorization form from the School of Education, <i>pending receipt of their state background check.</i></li> </ul>	A NJ Substitute Teacher Certificate is accepted as documentation of this process.  See the following link for information <a href="http://www.state.nj.us/njded/educators/crimhist/">http://www.state.nj.us/njded/educators/crimhist/</a>  Please note: a criminal record may preclude entrance into a teacher preparation program.
SOE Information Workshop & Transcript Review	Attend an information workshop. Workshops are held twice monthly to explain the requirements, policies and procedures of the program.	Bring all of your transcripts; they will be reviewed by a SOE advisor.  You can register on-line: <a href="http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=63">http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=63</a>



## *Open-Enrollment Education Courses – Required of All Students*

<b><i>Requirement</i></b>	<b><i>Information</i></b>	<b><i>Important Notes &amp; Reminders</i></b>
Open Enrollment Courses – Professional Sequence	These required courses are open to all Stockton students and do not require program permission. These courses, or transferable equivalents, may be taken at any time prior to the Student Teaching Certification Semester.	<p>Courses in this category may be taken at Stockton or transferred in from other institutions.</p> <p><b><i>Students must complete all of the open-enrollment professional sequence courses at a level of C or better</i></b></p>
	EDUC 3515 – Diversity in Families, Schools and Communities	
	INTC 3610- Technology for Educators	
	Disabilities Studies Course – EDUC 3241 or an equivalent	
	Developmental Psychology: <ul style="list-style-type: none"> <li>• PSYC 3322- Lifespan Development</li> <li>• PSYC 3323 – Developmental Psychology- Childhood and Adolescence</li> <li>• PSYC 2201 – Psychology of Adolescence</li> </ul>	<p>New Jersey requires an appropriate course in adolescent psychology for teacher certification. Any of these courses will satisfy the requirements for middle school endorsement.</p> <p>All PSYC3XXX level courses require PSYC1100 or an equivalent transfer in Intro to Psych.</p>
	International/Multicultural Course – Courses with an ‘I’ subscript or an equivalent transfer course  Suggested Courses: <ul style="list-style-type: none"> <li>• GEN3245 –Multicultural Children’s Literature</li> <li>• GEN1430 – Developing Cross-Cultural Understanding</li> </ul>	<p>Many courses offered at Stockton College carry an “I” subscript designation—helping to ensure teacher candidates’ breadth of multicultural awareness and appreciation of diversity issues.</p>

*Educational Psychology*  
*First Permit-Required Course - Mandatory for All Students*

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
Educational Psychology & Orientation to the Teacher Education Program with Formal Notice of Acceptance	<p>Educational Psychology is the first permit-required course.</p> <p><i>This course is mandatory for acceptance into the Teacher Education Program</i></p> <ul style="list-style-type: none"> <li>• The student must choose one of the following courses: <ul style="list-style-type: none"> <li>• PSYC 3391—Educational Psychology [4 credits]</li> <li>Or</li> <li>• PSYC 3890—Educational Psychology Fieldwork [1 credit] Transfer students with acceptable transfer credits in educational psychology may be given permission to enroll in this one credit 40 hour fieldwork course.</li> </ul> </li> <li>• During the Educational Psychology course, students will participate in the Teacher Education Orientation process. During this orientation, students are asked to complete the <i>Stockton Teacher Education Program Candidate's Acknowledgement of Program Expectations and Responsibilities</i> form and a formal application and attach a resume</li> <li>• Students who have met all criteria will receive formal notification of acceptance in to the Teacher Education Program.</li> </ul>	<p>Permits may be obtained for this course from the advisor in the School of Education.</p> <p><i>Students must earn a grade of a B minus (B-) or higher in Educational Psychology</i></p> <p><i>Students who do not attain the minimum grade of B- will not be permitted to move into the Introductory Semester</i></p>

*Introductory, Intermediate and Student Teaching Semesters -  
Professional Education Permit-Required Courses -  
Mandatory for All Students*

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>	
Professional Education Courses	Professional Education Courses are distributed over three semesters of permit-only college-based and field-based courses. These semesters are referred to as the Introductory, Intermediate, and Student Teaching Semesters.	A student must meet all criteria for the Teacher Education Program to receive permits for the Professional Education Requirements.	
Content/Subject Matter Coursework	Students are strongly advised to complete all of the subject matter/content coursework required for state licensure before student teaching.	Failure to complete the content requirements will delay recommendation to the New Jersey Department of Education for licensure.	
Off-Campus Coursework and Transfer Credits	Stockton policy states that the final 32 credits of a degree must be taken at Stockton. However, students may file for special permission to take a course off campus to fulfill a specific certification requirement that cannot be met effectively on campus.	Be aware that any course taken off campus <i>after matriculation</i> in the Teacher Education Program <ul style="list-style-type: none"> <li>• Must be taken at an accredited college</li> <li>• May only satisfy certification requirements;</li> <li>• Will be included on Stockton's transcript for certification purposes only;</li> <li>• Will <i>not</i> be added to a student's total earned credit hours.</li> </ul>	
Introductory Semester	<p>The courses during the Introductory Semester provide an overview of education today, the roles and responsibilities of school personnel, and the ways in which schools interact with communities and parents.</p> <p>The courses introduce students to various approaches toward teaching, including models of instruction and essential elements of effective lesson design. The Danielson Framework is also introduced (See page 22).</p> <p><i>The Introductory Semester requirements differ for elementary and subject matter (generally secondary) certification candidates.</i></p>	Students must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses (the Introductory, Intermediate, and Student Teaching Semesters).	
	<table border="1"> <tr> <td> <p><b>Introductory Semester for Elementary Certification [9 credits]</b></p> <ul style="list-style-type: none"> <li>• EDUC 4101— Introductory Fieldwork in Education [2 credits] - 80 hours of field work</li> </ul> </td> <td> <p><b>Introductory Semester for Subject Matter Certification [6 credits]</b></p> <ul style="list-style-type: none"> <li>• EDUC 4101— Introductory Fieldwork in Education [2 credits] – includes 80 hours of</li> </ul> </td> </tr> </table>		<p><b>Introductory Semester for Elementary Certification [9 credits]</b></p> <ul style="list-style-type: none"> <li>• EDUC 4101— Introductory Fieldwork in Education [2 credits] - 80 hours of field work</li> </ul>
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	<ul style="list-style-type: none"> <li>• EDUC 4105—Literacy Development [3 credits]</li> <li>• EDUC 4200—Practices and Techniques of Teaching [4 credits]</li> </ul>	<p>fieldwork</p> <ul style="list-style-type: none"> <li>• EDUC 4200—Practices and Techniques of Teaching [4 credits]</li> </ul>	
Intermediate Semester	<p>The courses in the Intermediate Semester focus on planning, management, curriculum development, assessment, and the impact of reading on learning. Students tutor and teach during the 80 hours of fieldwork. All courses are designed for the specific certification areas.</p> <p><i>The Intermediate Semester requirements differ for elementary and subject matter (generally secondary) certification candidates.</i></p>		<p>Students must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses (the Introductory, Intermediate, and Student Teaching Semesters).</p>
	<p><b>Intermediate Semester for Elementary Certification [9 Credits]</b></p> <ul style="list-style-type: none"> <li>• EDUC 4110 — Methods of Teaching Elementary Language Arts Literacy [2]</li> <li>• EDUC 4150 — Methods of Teaching Elementary Math [2]</li> <li>• EDUC 4600 — Intermediate Fieldwork in Education [2]</li> <li>• EDUC 4610 — Curriculum and Methods in Elementary Education [3]</li> </ul>	<p><b>Intermediate Semester for Subject Specific (Secondary) Certification [8 Credits]</b></p> <ul style="list-style-type: none"> <li>• EDUC 4120 — Reading in the Content Area [2]</li> <li>• EDUC 4600 — Intermediate Fieldwork in Education [2]</li> <li>• EDUC 460(X) —(Various Subject Areas) [4]</li> </ul>	<p>Once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching).</p>
Praxis II Test Deadlines for Student Teaching Placement	<p><i>The deadline to file passing Praxis II scores with the School of Education is May 15 for an upcoming FALL semester student teaching placement and November 1 for an upcoming SPRING semester student teaching placement.</i></p>		
Student Teaching	<p>The 12 credit course requirements for the Student Teaching are the same for all Stockton students.</p> <p>The Certification Semester [12 credits]</p> <ul style="list-style-type: none"> <li>• EDUC 4990 Student Teaching [10] Student Teaching is a full semester (fifteen consecutive weeks) experience of observing, planning, and teaching in area public elementary or secondary school.</li> <li>• EDUC 4991 Student Teaching Seminar [2] - This is a co-requisite with Student Teaching; topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation.</li> </ul> <p>The School of Education provides a <i>Handbook for Student Teaching</i> at this site: <a href="http://tinyurl.com/RSCSTHandbook">http://tinyurl.com/RSCSTHandbook</a></p>		<p><i>Student teaching follows the calendar of the individual school districts and not the college calendar.</i></p> <p>Students must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses.</p> <p>A student may not register for a course in the Professional Education sequence more twice.</p> <p><i>The School of Education reserves the right to determine whether or not the student will</i></p>

		<i>be permitted to repeat Student Teaching, after a period of reflection.</i>
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## *Certification Exam Requirements – The Praxis II Tests*

<b><i>Requirement</i></b>	<b><i>Information</i></b>	<b><i>Important Notes &amp; Reminders</i></b>
<b><i>Praxis II</i></b>	<p>Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching.</p> <p>For the latest information on the tests required for certification by the State of New Jersey, follow this link to the individual curriculum worksheets from Stockton’s School of Education: <a href="http://www.stockton.edu/education">www.stockton.edu/education</a></p>	<p><i>The deadline to file passing Praxis II scores with the School of Education is May 15 for an upcoming FALL semester student teaching placement and November 1 for an upcoming SPRING semester student teaching placement.</i></p> <p><b><i>Praxis II Retake Policy:</i></b> Tests that are offered continuously may be taken once every 30 days, not including the initial test date. Tests that are offered during testing windows may be taken once per testing window.</p>
<b><i>Registering for the Praxis II Test</i></b>	<p>When registering for the Praxis II, you must do the following:</p> <ol style="list-style-type: none"> <li>1. List your full name and <b><i>Social Security Number</i></b> (as required by the New Jersey Department of Education)</li> <li>2. List <b>both</b> of the following agencies to receive your score reports <ul style="list-style-type: none"> <li>• Stockton College is R2889</li> <li>• New Jersey Department of Education is R7666</li> </ul> </li> </ol>	
<b><i>Elementary and Middle School</i></b>	<p>Elementary certification candidates who request a middle school placement must pass the Elementary K-5 Praxis II <b>AND</b> the Praxis II for the middle school specialization area [LAL; Science; Math; Social Studies] in which they want to student teach.</p>	<p>.</p> <p>.</p>
<b><i>Subject Matter Certifications</i></b>	<p>Candidates who request a subject matter certification must pass the test for the K-12 certification. This includes those who want to teach K-12 subjects like Art and also those who wish to teach in a high school.</p>	
<b><i>World Language Certification Test (OPI)</i></b>	<p>World Languages certifications require an OPI (Oral Proficiency Interview), in addition to the Praxis II.</p> <p>For more information on the OPI, consult the following link: <a href="http://www.languagetesting.com">http://www.languagetesting.com</a></p>	<p><i>Please note that for Spanish and French Certification, both the Praxis II and the OPI must be passed at the state required levels.</i></p> <p><i>The NJDOE requires a score of <b>Advanced Low</b> for certification.</i></p> <p><b><i>Retake Policy:</i></b> The OPI may only be taken every three months.</p>

## Field Experience – All Levels

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
All Levels – Ed Psych, Intro, Intermediate, and Student Teaching	<p>The intent of the field experience is to provide students with opportunities to put information learned in their education courses into practice. The field experience offers students opportunities to assist in the learning process within the school setting. All students will have field experiences in a variety of school environments.</p> <p>In all fieldwork experiences, students are expected to observe and participate. As a student proceeds through the Program, the level of active participation increases. The program faculty and fieldwork supervisors define the requirements for field experiences—and the mentor teachers help facilitate these experiences.</p>	Fieldwork placements are coordinated and organized by the School of Education.
Policies	<p><b><i>All final decisions regarding placement are at the discretion of the School of Education.</i></b></p> <p><b><i>Fieldwork placements must be completed within the State of New Jersey in a public school setting.</i></b></p> <p><b><i>Students must have at least one placement in an A/B School District, identified by the NJDOE as a low income school district.</i></b></p>	<p>A student may not conduct fieldwork at a site that has not been authorized and approved by the School of Education.</p> <p>The student will not be placed in a school where he/she has had a personal or professional relationship (a school that he/she attended and/or from which he/she graduated, a school where family members are attending or working, or a school where he/she substituted or completed other field work).</p>
Guidelines	<p><b><i>Students are expected to follow the New Jersey Professional Standards for Teachers and the NEA Code of Ethics.</i></b></p> <p><b><i>You are expected to be familiar with these, as well as other rules and policies unique to your fieldwork placement setting.</i></b></p> <p><b><i>If questions or problems arise, your fieldwork instructor and the School of Education professional staff are available to offer further guidance. Stockton asks that teacher candidates follow basic courtesies and standards of professional conduct, including but not limited to the following:</i></b></p> <ul style="list-style-type: none"> <li>• As soon as you receive your fieldwork confirmation, please contact the school immediately. Identify yourself as a student in the School of Education Program at Stockton, give them your name, and schedule a time to meet with the cooperating teacher.</li> <li>• Be prompt and attend as expected. Follow the school’s procedures for check -in upon entering or leaving the building.</li> <li>• <b><i>Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, college supervisor,</i></b></li> </ul>	

	<p><i>and the School of Education faculty. Rumors and statements based on misconceptions or half-truths can cause embarrassment to the school community, the School of Education, the college, and to the student teacher.</i></p> <ul style="list-style-type: none"> <li>• <i>Do not contact or interact with students in any way outside of the classroom or school setting. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed.</i></li> <li>• <i>If a student makes any attempt to interact with you in any way outside of the academic setting, including online email or social networking, do not respond. Report the attempted contact to your cooperating teacher, fieldwork instructor, and program coordinator immediately.</i></li> <li>• Do not use any personal electronic devices while you are engaged in your student teaching activities. This includes texting while in the classroom.</li> <li>• Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code.</li> <li>• Always use appropriate professional language.</li> <li>• In the public schools, students do not call teachers by their first name. As a professional educator, the student teacher should always be addressed as Mrs., Ms., Mr., or whatever title is appropriate.</li> <li>• Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc.</li> <li>• Do nothing to undermine the delicate relationship between a teacher and his/her students. Always follow the classroom teacher's directions when working with his/her students. Unless specifically asked, never offer suggestions or alternative plans.</li> <li>• Expect continued analysis of your classroom performance by experienced educators. Accepting constructive criticism without defensiveness and incorporating that feedback into future lessons is an essential part of your own professional development.</li> </ul>
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## *Completion of Student Teaching and Applying for State Certification*

<b><i>Requirement</i></b>	<b><i>Information</i></b>	<b><i>Important Notes &amp; Reminders</i></b>
Graduation	Please note: Students must <b><i>actually apply</i></b> to graduate by completing a Graduation Application. This application can be found on-line.	The application must be submitted at the beginning of the term in which you plan to complete your graduation requirements. Please obtain, complete, and submit your application by: October 1 for Fall Term, February 1 for Spring Term, and June 1 for Summer Term. There is a one-time fee of \$150.00.
Program Distinction	Teacher Education Program Distinction is achieved by attaining and maintaining a grade of A in all of the following: Educational Psychology; the disabilities course; the international/multicultural course (designated by an I in the course catalogue); Developmental Psychology; Instructional Technology for K-12 Teachers; Diversity in Family, Schools, and Communities; and all courses in the Introductory, Intermediate; and Student Teaching semesters.	The awarding of program distinction is done by the School of Education and does not require any additional paperwork by the graduate herself/himself.
Certification Application /Licensure Intake	After the conclusion of student teaching and following graduation, when all final grades have been entered on the official Stockton transcript, candidates for state certification will meet with the assistant dean (Stockton's Certification Authorizing Officer) to ensure that their applications for certification are properly prepared for submission to the New Jersey Department of Education.	<i>Failure to attend this meeting will cause a delay in having an individual's licensure application forwarded to the NJDOE.</i>
Recommendation for Certification from the School of Education	After the application is approved by the School of Education and after clearance from the College to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton.	The submission requires the following: reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, and producing individual documentation that an approved training program has been completed
Receipt of the Actual Teaching License/Certificate	<p>Students may anticipate receiving the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE <b><i>within two months of the submission.</i></b></p> <p>The holder of a CEAS certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently more than 40 states involved to some degree in certification reciprocity.</p> <p>After a year of successful teaching with mentoring in a New Jersey public school district, the holder of a CEAS will be eligible for a New Jersey Standard Certificate</p>	

## *Behavioral Expectations for Continuation and Certification in Education Programs*

If at any time faculty members indicate that they have concerns about a student's progress and/or dispositions toward the teaching profession; the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases it may be necessary to terminate a student from the Program. Specific procedures are outlined below.

Candidates must take responsibility to meet written and fieldwork portions of the academic course as well as meet professional expectations of the Teacher Education Program. The goal of the Program is to help teacher candidates meet all professional and academic standards to become competent, caring, qualified educators.

There are times when a student meets written academic requirements but does not demonstrate appropriate professional behavior at the College or in field placements, as well as demonstrate unacceptable behavior at the College or in his/or her field placements. If a candidate has difficulty with any part of his or her academic program or fails to demonstrate appropriate professional behaviors, Program faculty and/or staff will intervene. That intervention may result in the development of an individualized professional growth plan, up to or including dismissal from the program. When disciplinary action is called for, the matter may be referred to the Campus Hearing Board.

When incidents or questions as to professional or unethical behaviors are reported to Program faculty or administrators, Program faculty and staff will make every effort to gather information and evidence from multiple sources, including fieldwork supervisors, faculty members, school personnel, law enforcement or other state agencies. Depending on the nature and severity of concerns noted, the response to the situation will differ and be dealt with on a case by case basis. Teacher candidates' behaviors or circumstances that may result in intervention and/or removal from one of the Programs are listed below to provide the teacher candidate a better understanding of Program expectations:

- 1) Behaviors in violation of the RSC Campus Conduct Code (as found in the College Bulletin and Student Handbook). See <http://intraweb.stockton.edu/eyos/page.cfm?siteID=67&pageID=16>
- 2) Consistent failure to meet the New Jersey Professional Standards for Teachers. See Handbook of the Stockton Teacher Education Program, Student Teaching Handbook, and N.J.A.C.6A:9. <http://www.state.nj.us/education/profdev/profstand/standards.pdf>
- 3) Multiple faculty reports to the program coordinator or administrators about a candidate's negative actions or attitudes regarding the teaching profession.
- 4) Unprofessional or unethical behavior as described in the Handbook of the Stockton Teacher Education Program and the Student Teaching Handbook.
- 5) Behavior during fieldwork service or student teaching that is deemed unacceptable by field placement school personnel based on that field placement school's code of conduct or other policies.
- 6) Irresponsible behaviors that may include disregard for the school's calendar, daily schedule, health and safety policies and procedures.

- 7) Behavior considered conduct unbecoming a New Jersey certified Teacher, including factors that the New Jersey Department of Education would use to rescind or deny teacher certification.

Based on programmatic concerns and in the professional academic judgment of the Program faculty and staff of the School of Education, the College reserves the right to take action up to and including removal from the Program for behaviors listed in items 1-7 above.

Matters of an academic nature that become serious may require disciplinary action through the Office of the Provost, or, in some cases, the College's Campus Hearing Board. The determination as to whether a matter requires disciplinary action is a matter of professional judgment to be decided by Program faculty and staff of the School of Education on a case by case basis.

## *Procedures for Review of Alleged Violations of Behavioral Expectations*

After gathering information, the program faculty and administration will determine the appropriate action to be taken. Based on the facts presented and in the professional academic judgment of the Program faculty, actions from dismissal of the claims up to and including dismissal from the Program or referral to the College's Campus Hearing Board will be considered, as outlined below. The level of review undertaken by the School of Education will be determined by the Dean of Education (or his/her designee) based upon the severity of the alleged behavioral violations.

### **Level 1 Review**

If it is determined that the student had problems in field placement and such problems were not caused by the student's improper action, the School of Education will provide the student with an alternative field placement. The circumstances will be recorded in the student's file.

### **Level 2 Review**

Where a student violates College policy, fails to meet professional standards, has a negative attitude toward the teaching profession, acts unprofessionally or acts inappropriately in field placement as set out in the Program Handbook and Student Teaching Handbook, and the Program faculty has determined that such behaviors can be remediated, the student may meet with the Program coordinator to identify and discuss the faculty's concerns, and the student will be given specifics regarding what actions need to be improved. The student will receive a written warning which will document the facts and remediation. The circumstances will be recorded in the student's file.

### **Level 3 Review**

If a student has a repeated pattern of behaviors at Level 2, the Program Coordinator and/or the Dean of Education, as appropriate, will follow the procedures as outlined below:

- A student whose behaviors and judgments appear to warrant termination will receive written notice specifying concerns.
- A student will be given the opportunity to meet with Program Coordinator/Director and the Dean of Education and other individuals, as appropriate, to develop a professional growth plan itemizing specific actions, stipulating specific required behavioral changes within a designated time frame to serve as a contract to possibly avoid termination from the program.
- If a student meets the requirements of the growth plan, no action to terminate will occur. Completion of the growth plan agreement does not preclude consideration of termination in the future if student's behavior warrants such consideration.
- If a student does not fulfill the growth plan agreement or does not choose to participate in developing a growth plan, the student will be given written notice of intent to terminate for professional academic reasons. All recommendations to terminate a student for professional reasons will be made by the Dean of Education to the Provost.
- The Provost will make the final decision regarding termination from the Program.

- The actions will be documented in the student's file.

#### **Level 4 Review**

When a student's behavior violates any item 1-7 above, the Program Coordinator/Director, Dean of Education, and Provost reserve the right to immediately terminate the student. The following procedure will be followed:

- The student will be notified in writing of intent to terminate specifying the cause of the decision.
- The student will be provided a hearing opportunity to present any additional information.
- The Dean of Education with the Program Coordinator/Director will make a recommendation regarding termination for professional academic reasons to the Provost.
- The Provost will make the final decision.
- The actions will be documented in the student's file.

#### **Level 5 Review**

Where in the opinion of the Program faculty a student has violated College policy and such act(s) warrant discipline, in addition to academic action, the Program faculty may refer the matter to the Campus Hearing Board. The actions will be documented in the student's file.

## *Student Teaching Termination*

### **Definition**

In addition to self-termination, a student teacher may be terminated by the school district in which she/he is placed, or by the School of Education.

### **Policy**

Students must adhere to the policies and procedures of the College (Campus Conduct Code as found in the College Bulletin and Student Handbook) the School of Education (Handbook of the Teacher Education Program & Student Teacher Handbook) and the New Jersey Professional Standards for Teachers (N.J.A.C.6A:9). A breach of any of the above may result in student teaching termination.

### **Reasonable Cause**

Students may be considered for termination following verifiable reports of unprofessional or unethical conduct, or multiple reports of a student's lack of capacity for appropriate teaching dispositions. Reasons for termination include, but are not limited to, inadequacy, incompetency, insubordination, and ethical misconduct. Be advised that a school district holds the right to terminate a student teacher at any time.

### **Procedure**

When the School of Education is formally alerted to an alleged breach, it is immediately referred to the Dean of Education. A student whose behavior appears to warrant termination will receive written notice from the Dean of Education specifying concerns. The School of Education will make every effort to gather information from multiple sources (college supervisor, appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the investigation is complete, the decision for continuance in the Teacher Education Program rests with the Dean of Education. The recommendation to terminate a student will be made by the Dean of Education to the Provost. The Provost will make the final College decision regarding termination from the Teacher Education Program.

### **Charges for Incurred Expenses**

Should a student be terminated, or self-terminate at any time once student teaching begins, she/he will be assessed accordingly for College expenses already incurred, i.e. tuition & fees, cooperating teacher's honorarium, student teaching supervisor fees, administrative costs, etc. Any monetary refunds are subject to student teaching timetables (fall/spring) and College policy. Note: the student teaching experience begins approximately three weeks prior to the official start of classes for the spring term.

### **Grading/Withdrawal**

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the College, and at the discretion of the Dean of Education.

## *Career Opportunities*

Certification does not ensure employment. Students are urged to prepare beyond the minimum requirements and to develop and document unique talents that are in demand in schools.

Completion of an accredited program provides the certified teacher with many options including employment in other states and abroad. Graduate study in education or in the major area of study as it relates to teaching is an option. Students should also know that work in education may contribute specifically to preparation for work in a variety of human service and leadership positions.

Students should seek advice from the Office of Career Planning and Placement—  
(609) 652-4650.

Students are also urged to check various web based career sites, including:

[www.njhire.com](http://www.njhire.com)

[www.usteach.com](http://www.usteach.com)

[www.Teachers-Teachers.com](http://www.Teachers-Teachers.com)

[www.nea.org](http://www.nea.org)

[www.calteach.com](http://www.calteach.com)

[www.teacherssupportnetwork.com](http://www.teacherssupportnetwork.com)

[www.njschooljobs.com](http://www.njschooljobs.com)

## *Stockton Components of Professional Practice*

The Teacher Education Program at Stockton uses a developmental approach toward teacher competency development built upon the work of Charlotte Danielson found in *Enhancing Professional Practice: A Framework for Teaching* (2007, 2011, ASCD, Alexandria).

Students in the Stockton initial certification program begin developing pedagogical knowledge during Introductory Semester coursework, build upon that knowledge and begin practicing caring teaching practices during the Intermediate Semester coursework, and demonstrate novice levels of expertise in these areas during Student Teaching. Instructors in the Introductory and Intermediate Semester courses assess student performance for beginning levels of appropriate recognition and performance in selected components from the four domains. During Student Teaching, a supervisor and cooperating teacher guide each student toward demonstrating the tasks and dispositions expected of a novice teacher. The performance of each student teacher is assessed and evaluated in each of the four domains of the Stockton Components of Professional Practice. These four domains outline the professional practices and responsibilities expected of a professional educator. These domains align to the New Jersey Professional Standards for Teachers. All teacher students must strive to meet these standards.

<p style="text-align: center;"><b>Domain 1: Planning and Preparation</b></p> <p>Components</p> <ul style="list-style-type: none"> <li>1a) Demonstrating Knowledge of Content and pedagogy</li> <li>1b) Demonstrating Knowledge of Students</li> <li>1c) Selecting Instructional Goals</li> <li>1d) Demonstrating Knowledge of Resources</li> <li>1e) Designing Coherent Instruction</li> <li>1f) Assessing Student Learning</li> </ul>	<p style="text-align: center;"><b>Domain 2: Classroom Environment</b></p> <p>Components</p> <ul style="list-style-type: none"> <li>2a) Creating an Environment of Respect and Rapport</li> <li>2b) Establishing a Culture for Learning</li> <li>2c) Managing Classroom Procedures</li> <li>2d) Managing Student Behavior</li> <li>2e) Organizing Physical Space</li> </ul>
<p style="text-align: center;"><b>Domain 3: Instruction</b></p> <p>Components</p> <ul style="list-style-type: none"> <li>3a) Communicating Clearly and Accurately</li> <li>3b) Using Questioning and Discussion Techniques</li> <li>3c) Engaging Students in Learning</li> <li>3d) Providing Feedback to Students</li> <li>3e) Demonstrating Flexibility and Responsiveness</li> </ul>	<p style="text-align: center;"><b>Domain 4: Professional Responsibilities</b></p> <p>Components</p> <ul style="list-style-type: none"> <li>4a) Reflecting on Teaching</li> <li>4b) Maintaining Accurate Records</li> <li>4c) Communicating with Families</li> <li>4d) Contributing to the School and District</li> <li>4e) Growing and Developing Professionally</li> <li>4f) Showing Professionalism</li> </ul>



## *New Jersey Professional Standards for Teachers*

**NJAC 6A:9-3.3—Effective 01/05/09**

*Teacher preparation, district induction, and professional development programs shall align their learning opportunities with the following 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 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 individual 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 learning needs of all students.
8. **Standard Eight: Communication.** Teachers shall use knowledge of effective verbal, non-verbal 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 Partnership.** Teachers shall build relationships with school colleagues, 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.

## *NEA 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 the 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 higher ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and 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 the one specifically designated by the NEA or its affiliates.

### **Principle I – Commitment to the Student**

The educator strives to help each student realizes 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 formation 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's 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 beliefs, 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 the 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 the 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 that 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 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 qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any 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 student 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 action

*Adopted by the NEA 1975 Representative Assembly*

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