

# STOCKTON COLLEGE

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THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

## STUDENT TEACHING HANDBOOK

**Guidelines for  
Students, Cooperating Teachers, and College Supervisors**

**School of Education  
Academic Year 2014-2015**

**<http://tinyurl.com/RSCHandbook>**

**The Richard Stockton College of New Jersey**

***School of Education  
Student Teaching Handbook***

***Academic Year 2014-2015***

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*Student Teaching Handbook*  
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## **Mission of the 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.

## **Accreditation & Program Overview**

The Richard Stockton College's Teacher Education Program, which is designed to develop individuals into competent, caring, qualified educators and professionals, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from 2013 to 2020. This accreditation certifies that the Teacher Education Program has provided evidence that it adheres to TEAC's quality principles. Teacher Education Accreditation Council (TEAC) is an independent agency nationally recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. *As of 2014, TEAC merged with CAEP, the Council for the Accreditation of Educator Preparation.*

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 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).

## **The Student Teaching Handbook**

The Student Teaching Handbook is written to aid students, cooperating teachers, college supervisors, and school administrators with guidelines designed to present a common set of understandings about accepted practices and procedures governing Student Teaching.

The Student Teaching Handbook is divided into sections concerning the requirements for the student teacher, the cooperating teacher, and the college supervisor.

## Student Teaching Program Requirements

### ***A. State of New Jersey Criminal History Background Check Clearance Letter***

Complete the NJDOE required Criminal History Review Process and have documentation of the clearance approval letter on file with the Stockton School of Education.

- The background check includes fingerprinting through *the state's contracted service provider*.
- Students must provide the CLEARANCE APPROVAL LETTER with a state seal
- No fieldwork placements can be made until the clearance letter is received.
- ***Certain school districts require both the clearance letter and the sub certificate.***
- In addition to the clearance letter and sub certificate from the state, individual districts may also require additional documentation.

See the following link for more information: <http://www.state.nj.us/njded/educators/crimhist/>

**Please note: a criminal record may preclude teacher certification or entrance into a teacher preparation program.**

### ***B. State of New Jersey Health Exam Requirement***

According to the New Jersey Department of Education (6A: 910. 4-5.9), candidates for instructional certificates shall pass an examination 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. However, an exam is offered free of charge on campus each semester and candidates are encouraged to pass the exam. The state health test is also administered through the office of any county school superintendent.

### ***C. State of New Jersey Mandated Pre-Service HIB [Harassment, Intimidation, and Bullying] Training***

According to the New Jersey Department of Education, beginning with the 2012-2013 school year, all candidates for teaching certification who have completed a teacher preparation program at a regionally accredited institution of higher education shall have satisfactorily completed a program on HIB prevention. This requirement is generally completed in the Introductory Semester at Stockton.

### ***D. Certification Exam Requirements - Praxis Requirements***

The deadline to file passing Praxis II scores with the School of Education is May 1<sup>st</sup> for an upcoming FALL semester student teaching placement and October 1<sup>st</sup> for an upcoming SPRING semester student teaching placement.

***Praxis II and any other state-mandated certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching.*** Elementary certification candidates who request a middle school placement must pass the Elementary K-6 Praxis II ***and*** the Praxis II for the specialization area [LAL; Science; Math; Social Studies] in which they want to

student teach. Visit the curriculum links on the [www.stockton.edu/education](http://www.stockton.edu/education) web page for specific Praxis II codes for each test.

Candidates for student teaching and certification should consult with the staff of the School of Education to confirm that they are taking the appropriate tests for the certification. For the latest information on the tests required for certification by the New Jersey Department of Education, follow this link:

<http://www.nj.gov/education/educators/license/1112.pdf>

### ***Registering for the Praxis II and Receipt of Score Reports***

A candidate for certification must insure that his/her scores are sent directly to both Stockton College and the New Jersey Department of Education. The New Jersey Department of Education must receive a direct report from ETS of the candidate's scores, as certification cannot be issued by the state without receiving direct scores that indicate the name and *social security number* of the applicant.

The Praxis II registration form asks for the name of *Agencies to Receive Score Reports*. Stockton's agency code is *R 2889 Richard Stockton College*. The New Jersey Department of Education agency code is *R 7666 NJ Department of Education*.

It is the candidate's responsibility to save his/her scores reports from the Praxis test. ETS no longer provides hard copy of the test scores to Stockton College; the college cannot provide the score report. For more information on Praxis exams, consult [www.ets.org](http://www.ets.org) and follow the links for Praxis II.

### ***Other State-Mandated Testing Requirements - World Languages***

World Languages certification requires the OPI from the American Council on the Teaching of Foreign Languages. The New Jersey Department of Education requires a passing level of **ADVANCED LOW** for certification in world languages. For more information on the OPI, consult the following link:

<http://www.actfl.org>

### ***E. Course Requirements***

The course requirements for the Certification Semester are the same for all Stockton certification candidates. As a student teacher, you are required to enroll in 12 credits. EDUC 4991-Student Teaching Seminar is 2 credits, and EDUC 4990-Student Teaching is 10 credits.

#### **Student Teaching EDUC 4990 [10 credits]**

Student teaching is a full semester experience of observing, planning, and teaching in area public elementary or secondary schools. Student teaching is an experience that requires additional time out of school to prepare lessons, mark papers, schedule conferences, etc. Students must see that personal obligations, including employment, do not interfere with the success of student teaching. ***Student teaching follows the calendar of the individual school district and not the college calendar***

#### **Student Teaching Seminar EDUC 4991 [2 credits]**

The seminar is a co-requisite course with Student Teaching (EDUC 4990). Attendance is mandatory. The seminar provides an opportunity for students to reflect on and to apply educational knowledge and skills. Topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation. In addition, a vital component of the seminar is the support it affords student teachers as they carry out their duties in the classroom.

#### **F. Program Course Requirements, Grading, Retention Standards, and State Standards**

Teacher certification at Stockton follows the guidelines set forth by NJAC 6A: 9-10.1 to 9-10.4, the requirements for the undergraduate, post-baccalaureate, and graduate-level teacher preparation programs. The curricula and requirements are designed to help students meet the New Jersey Professional Standards for Teachers and to prepare them to teach subject matter in accordance with the Common Core State Standards and the Core Curriculum Content Standards.

All required courses in the School of Education professional sequence are designed to meet state and national standards. All course objectives are aligned with New Jersey Professional Teaching Standards, Council for Exceptional Children National Standards, and appropriate national professional organization standards as applicable by subject area.

All students enrolled in required courses in the School of Education professional sequence are assessed using criteria and rubrics developed cooperatively by the School of Education faculty based on program standards, goals, and objectives.

In addition, teacher candidates are required to maintain a *TaskStream* subscription for the duration of student teaching; TaskStream is an online service that facilitates instructional planning and communication with faculty and fellow students during the professional education sequence of courses. TaskStream will be used to design and share lessons with the college supervisors during student teaching.

#### **G. Support for Students with Disabilities**

The School of Education is committed to providing equal educational opportunities for all academically qualified students in keeping with the legal requirements of the *Americans with Disabilities Act of 1990*. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify Disability Services in the Office of the Dean of Students at Stockton. It is the responsibility of that staff to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors.

Teacher candidates with disabilities should note that fieldwork and student teaching experiences are field-based and therefore may necessitate consideration of accommodations other than those deemed appropriate for a typical college classroom setting. In such instances, accommodations will be considered reasonable and appropriate only when they can satisfactorily offset the disability and maintain appropriate supervision and adequate instruction of all PreK-12 students affected by the field experience.

Teacher candidates with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Program Coordinator and Assistant Dean of the School of Education, in addition to the Office of Disability Services, well in advance of any fieldwork placement to allow adequate time for planning, including the involvement of fieldwork professors, college student teaching supervisors, the cooperating teacher, and the administration of the host school, as appropriate.

## Part I

### Guidelines for the Student Teacher

#### *Student Teaching Placements*

Student teaching must be completed within the State of New Jersey in a public school setting. The School of Education reserves the right to officially place all student teacher candidates.

Student Teaching placements are coordinated and organized by the School of Education. A student may not conduct student teaching at a site that has not been authorized and approved by the School of Education. The student teacher generally may not be placed in a school where he/she has had a personal or professional relationship (a school that he/she attended and/or graduated, a school where family members are attending or working, or a school where he/she substituted or completed field work).

If a student is placed in a school where that student has had a personal 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), **this relationship must be disclosed at the time of the application or at the time of the placement.**

**Failure to disclose this information could result in the termination of the placement and other actions as deemed appropriate by the School of Education.**

All decisions as to the final placement of the student will be at the discretion of the School of Education.

Many factors go into a school's decision to accept a student for a student teaching placement. School administrators and prospective cooperating teachers may want to interview student teaching candidates. All placements must be approved by the local Board of Education. When the placement is officially confirmed, the School of Education will notify the student. The student teacher should then communicate directly with the cooperating teacher.

#### **Suggested Practices—*Before Student Teaching***

- 1) Plan to attend the mandatory student teaching meeting at Stockton to discuss expectations, procedures, evaluations and schedules before student teaching begins. Here you will meet your college supervisor.
- 2) The schedule for student teaching follows the schedule for the professional staff of the school district, including in-service programs and other professional development that may be offered. For the Fall Semester, you may expect that you will begin the school year several days before the students in that district report for the first day. **This may be before Labor Day for the Fall Semester.**
- 3) Contact your cooperating teacher to discuss placement, schedule and other issues of importance as early as possible.
- 4) Obtain a copy of your proposed teaching schedule including name of class, level and/or grade, room number, and class start and end times. Indicate the sequence in which you will take over



subjects or classes. Send one copy of this teaching schedule and class take-over sequence to your college supervisor and one copy to the Placement Office of the School of Education; email is fine.

- 5) Maintain an active TaskStream account for the duration of student teaching. A TaskStream Direct Response Folio (DRF) is used to house all student teaching documentation. All submissions are required via this DRF system. Review guidelines on this process will be provided by email prior to the start of student teaching.
- 6) Obtain copies of appropriate items and become familiar with:
  - a. The school's administrative structure
  - b. The time school begins and ends each day
  - c. The cooperating teacher's daily schedule
  - d. The school's website
  - e. The materials (textbook, curriculum, guides) that you will use during student teaching
  - f. The policy the cooperating teacher will want you to follow with respect to the preparation of lesson plans and classroom procedures
  - g. The rules for students
  - h. The professional responsibilities of teachers, including the HIB policy
  - i. The district policy on the use of social media by staff and by students
- 7) Obtain a copy of the school calendar. Email a copy of the school calendar to your college supervisor and one copy to the School of Education at Richard Stockton College **by the first observation by your college supervisor.**

Student teaching follows the calendar of the individual school districts and not the college calendar.

Email a Copy of the School District's Calendar to:

[fielddirector@stockton.edu](mailto:fielddirector@stockton.edu)

**Placement Office**

**School of Education**

**J201**

**Richard Stockton College**

**101 Vera King Farris Drive**

**Galloway, NJ 08205**

## A. Models of Student Teaching

The Stockton School of Education utilizes two structures for the student teaching experience: the traditional (Model #1) and the co-teaching model (Model #2).

In the traditional model, a teacher candidate slowly takes over the responsibilities of the classroom teacher serving as the lead during instruction. The classroom teacher serves as a mentor throughout this process with the responsibilities slowly increasing for the teacher candidate throughout the experience.

Co-Teaching is defined as two teachers, cooperating teacher and teacher candidate, working together with groups of students- sharing the planning, organization, delivery and assessment of instruction as well as instructional space. (Copyright 2013. *The Academy for Co-Teaching and Collaboration at St. Cloud University*) In this model, both teachers are actively engaged and involved in all aspects of instruction. Research done on the co-teaching model has shown that benefits of this model can include:

- Reduce student/teacher ratio
- Enhances ability to meet student needs in a large and diverse classroom
- Consistent classroom management
- Greater student participation and engagement
- Enhanced collaboration skills
- Increase instructional options for all students

The act of co-teaching within instruction takes many forms. Each has the teachers (cooperating and candidate) taking on different responsibilities. These include:

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental
- Alternative (Differentiated)
- Team Teaching

A traditional model may have some elements of co-teaching within in it, but the true co-teaching experience utilizes one or more of these models on a daily basis.

## B. Sample Student Teaching Schedules

The following samples may be used as guidelines by the cooperating teacher, the college supervisor and the student teacher to develop a schedule that will provide a successful student teaching experience, depending on the model used.

### ***Model #1: Student Teaching Schedule for the Traditional Model***

*This sample schedule may be modified to fit the situation or unique needs of the student teacher, cooperating teacher(s), students or school.*

#### **1. Week One with Students**

1. Observe the cooperating teacher(s) in his/her classroom (if possible, observe other teachers during the initial weeks)
2. Become familiar with surrounding environment (i.e., school, faculty, staff, student body, resources, etc.)
3. Assist in daily routines (i.e., attendance, bulletin boards, recess and lunch room duty, individual/group tutoring)
4. Discuss curriculum, materials, and resources with cooperating teacher(s)
5. Meet daily with cooperating teacher to reflect and prepare
6. Develop a plan & time schedule to demonstrate competence in all areas

#### **2. Weeks Two and Three with Students**

1. Discuss with the cooperating teacher possibilities for involvement within school/district, including but not limited to in-services, back-to-school night, and faculty meetings.
2. Assist and increase responsibility of daily routines
3. Plan and teach one or two classes
4. Confer daily with the co-op
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

#### **3. Weeks Four and Five with Students**

1. Increase planning and teaching to three classes/subjects
2. Assume responsibility for daily routines
3. Increase and continue other activities
4. Evaluate progress with co-op
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

#### **4. Weeks Six and Seven with Students**

1. Increase planning and teaching to four classes/subjects
2. Continue other activities
3. Prepare for mid-term evaluation
4. Plan to demonstrate or improve performance in any area where competency is not yet acquired
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

#### **5. Weeks Eight and Nine with Students**

1. Increase planning and teaching to five classes/subjects
2. Assume nearly all the duties and responsibilities of the co-op
3. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for daily lesson plans

## 6. Weeks Ten to End of Semester

1. Function as the full-time classroom teacher
2. Discuss with the cooperating teacher plans to facilitate the return of classroom responsibility to the cooperating teacher
3. Complete on-line student teacher evaluation forms
4. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form
5. Prepare for the final evaluation

### ***Model #2: Student Teaching Schedule for the Co-Teaching Model***

*This sample schedule may be modified to fit the situation or unique needs of the student teacher, cooperating teacher(s), students or school.*

*Student teachers should advance from stage to stage when they and the cooperating teacher decide they are ready.*

#### **Stage 1**

1. Gather information and learn the rules of the classroom, school, and district.
2. Discuss curriculum, materials, and resources with cooperating teacher(s)
3. Assist in daily routines from the first day. ***Out of your seat and on your feet.***
4. Begin to use co-teaching models from day one including: one teach /one observe or one teach/one assist.
5. Ask questions about planning, differentiation, special needs students. Learn all accommodations. The cooperating teacher does the majority of the planning
6. Observe other teachers in the grade and school.
7. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for daily lesson plans

#### **Stage 2**

1. Begin to plan lessons in some subject areas in consultation with the cooperating teacher.
2. Work on class management and mastery of content.
3. Discuss with cooperating teacher the possibility of involvement within the school and district.
4. Increase models of co-teaching and add models including: one teach/one assist, supplemental teaching, and station teaching.
5. Planning done together with cooperating teacher. Student teachers should be uploading lessons to be observed on Taskstream, while also completing district lesson plans with the cooperating teacher.

#### **Stage 3**

1. Develop mastery of content area. Move beyond the textbook where allowed.
2. Increase teaching responsibilities as teacher candidate takes the lead.
3. Increase models of co-teaching to including, parallel teaching, team teaching, and alternative teaching. Student teacher should be leading.
4. Student teacher takes the lead on planning, but still plans with the cooperating teacher. Student teachers should be uploading lessons to be observed on Taskstream while also completing district lesson plans with the cooperating teacher.
5. Student teachers should teach several lessons on their own. (Could be one teach/one observe with the cooperating teacher checking for questioning levels, etc.)

#### **Stage 4**

1. Continue to lead on lesson planning. Student teachers should be uploading lessons to be observed on Taskstream while also completing district lesson plans with the cooperating teacher.
2. Utilize all 7 models of co-teaching with student teachers in the lead. Student teachers should also have solo teaching time.
3. Assume nearly all responsibilities and duties from cooperating teacher.
4. Develop an awareness of the broader issues in education and how these issues impact individual students.
5. Discuss with the co-teacher plans to facilitate the return of all classroom responsibilities.

## **C. Preparing for a Formal Co-op Teacher and/or College Supervisor Observation**

### **Prior to the Observation:**

1. Review the Danielson Framework
2. Submit a complete lesson plan form using Stockton's template on TaskStream three to four days before the date of the observation.
3. Review and revise the lesson plan based upon the suggestions of the college supervisor.
4. Confirm the date, time and location of the observation with the school to check for any conflicts in the schedule that would have an impact on the observation.
5. Confirm the date, time and location with the college supervisor and the co-op teacher

### **Post Observation:**

- A. Provide a formal written reflection on your performance within 2 days of the observation within the TaskStream lesson under "Author's Reflections/Critical Analysis."
- B. Review feedback on the formal observation form available via the TaskStream system.

## D. Professional Conduct

### *Attendance*

1. Be present, punctual, and prepared every day. Arrive early as often as you can. Be prepared to stay late as needed, and show your willingness to attend special functions or athletic events after school.
2. Absences are reserved for serious illness and death in the immediate family. In the case of such an absence, always notify the field director at Stockton, the school office, the college supervisor, and the cooperating teacher **BEFORE** the beginning of the school day if you will be absent. **All absences must be made up.**
3. Always have emergency lesson plans available. Work with your cooperating teacher regarding the development of these plans.
4. Follow the school district's calendar. This includes all holidays and vacation days, regardless of whether or not they are the same as Stockton's. Take special note of the district's emergency closing procedures.
5. Richard Stockton College School of Education and the NJDOE require a full semester of student teaching.
6. No incompletes are awarded in student teaching.

### *Professional Demeanor*

1. Refer to the NEA and NJ Codes of Ethics (See Appendix) as a guide to professional conduct.
2. Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, college supervisor, 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 the student teacher. Do not discuss your students with your family or friends.
3. **Adhere to the social media policies of your school district.**
  - a. Do not post photographs or write/blog about any incidents that may occur while student teaching; this includes students in your classes, teachers, and your assigned school.
  - b. Do not engage in any form of social networking or non-professional contact with school students in student teaching sites, either inside or outside of the academic student teaching setting.
  - c. If a school student makes any attempt to interact with a student teacher in any way outside of the academic setting, including via email, texting, or online social

networking sites, the attempted contact ***must be reported immediately*** to the cooperating teacher, college supervisor, and field director at Stockton.

- d. Do not use any personal electronic devices while you are engaged in your student teaching activities; this includes texting while in the classroom.
4. Always wear appropriate business attire. Become familiar with and exceed the school's policy on teacher dress code. Dress as if this were a semester-long job interview; as it may well be.
5. Always use appropriate professional language. 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.
6. Follow all general school policies regarding such things as chewing gum, eating, smoking, drinking beverages in class, parking, etc. Follow the school's procedures for check-in upon entering or leaving the building.
7. Incidents of HIB must be reported immediately to the co-op, the principal of the school, the college supervisor, and the field director.
8. 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. Reflect on your classroom experiences and continually evaluate the effects of your instructional choices and classroom management techniques.

### ***Employment/Extra-Curricular Activities***

1. It is understood that during the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as a coach or a substitute teacher).
2. It is understood that if a student teacher chaperones student trips or assists with sports or other extra-curricular activities, that formal approval must be given by the school administrator and that the student teacher must always be accompanied by a certified district teacher. The student teacher must not be paid and should only handle school funds of any sort under the direct supervision of the co-op teacher.
3. It is understood that student teaching is a full semester experience that requires additional time out of school to prepare lessons, mark papers, etc. *Students must ensure that personal obligations, such as employment, do not interfere with the success of student teaching. Working, even part-time, may negatively affect classroom performance and pupil progress.*

### ***Special Situations***

1. In the case of consecutive absences by your cooperating teacher, the student teacher must contact the college supervisor and field director. [fielddirector@stockton.edu](mailto:fielddirector@stockton.edu)
2. A student teacher that is involved in any situation or incident where legal action is possible, and/or is a witness or party to the situation or incident, must report this to the field director of ***immediately***.

3. If any problems arise that the student teacher and the cooperating teacher(s) cannot resolve, the student teacher must contact the college supervisor who - in turn - will contact the field director.
4. Occasionally, a student is unable to meet the performance standards of student teaching or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the student teaching experience should be discussed with the college supervisor and the Assistant Dean of Education.



## E. Completion of Student Teaching and State Certification

Students who successfully complete all the requirements of the Stockton Education Program at the minimum grade level of a B- or better are recommended for certification by the Dean of Education.

<b><i>Requirement</i></b>	<b><i>Information</i></b>	<b><i>Important Notes &amp; Reminders</i></b>
<b>Graduation</b>	<p>Please note: Students must <b><i>actually apply</i></b> to graduate by completing a Graduation Application. This application can be found on-line.</p> <p>At the time of the application, students must designate that they will be walking in graduation with the School of Education.</p> <p><b><i>Failure to apply for graduation will stop the process of certification</i></b></p>	<p>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 fee for this, set by the college.</p>
<b>Program Distinction</b>	<p>Teacher Education Program Distinction is achieved by earning a grade of A in all of the following: Educational Psychology; the disabilities course; the developmental psychology course; Instructional Technology for K-12 Teachers or an equivalent; Diversity in Family, Schools, and Communities or an equivalent; and all courses in the Introductory, Intermediate; and Student Teaching semesters. This includes the actual grades earned in any of these courses transferred from other institutions. Every grade must be an A.</p>	<p>The awarding of program distinction is done by the School of Education and does not require any additional paperwork by the graduate herself/himself. Any other honors designation is conferred upon the graduate per Stockton's policy.</p>
<b>Certification Application</b>	<p>Instructions, applications forms and exit surveys will be emailed at the end of student teaching directly to each student teacher.</p>	.
<b>Licensure</b>	<p>You will be expected to make an appointment with the certification officer to review individual certification applications.</p>	<p>Failure to keep this appointment will cause a delay in having an individual's licensure application forwarded to the NJDOE.</p>
<b>Missing Content Courses</b>	<p>Students are strongly advised to complete all of the subject matter /content coursework required for state licensure before student teaching.</p>	<p>Failure to complete the content requirements will delay the School of Education's recommendation to the New Jersey Department of Education for licensure.</p>
<b>Recommendation for Certification from the School of Education</b>	<p>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.</p> <p>Individual letters will be sent to candidates for certification from the School of Education, once the application has been submitted to the NJDOE</p>	<p>The submission requires the following: reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and the formal completion of the BA/BS.</p>

<p><b>Receipt of the Actual Teaching License/Certificate</b></p>	<p>Students may anticipate receiving the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE <i>within two months of the submission.</i></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.</p> <p>Once hired, all first year teachers in New Jersey are then issued a <i>Provisional Certificate</i> by the New Jersey Department of Education.</p> <p>After a year of successful teaching with mentoring in a New Jersey public school district, the holder of a Provisional Certificate may be eligible for a New Jersey <i>Standard Certificate.</i></p>	<p>There are currently more than 40 states involved to some degree in certification reciprocity.</p>
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<b>Type of Certificate</b>	<b>Definition</b>
<p><i>CEAS</i> - Certificate of Eligibility with Advanced Standing</p>	<p>You are eligible to be hired and you have completed student teaching</p>
<p><i>Provisional</i></p>	<p>You are hired and working in a school as a first year teacher</p>
<p><i>Standard</i></p>	<p>You have a permanent certificate after a year of being mentored in a school district</p>

## Part II

### Guidelines for Cooperating Teachers

A cooperating teacher is a full time teacher in a public school in New Jersey. He/she holds a standard New Jersey certificate in an instructional area in which the student teacher seeks certification.

A cooperating teacher occupies the unique position that he/she can demonstrate both the pleasure and satisfaction gained through successful teaching and the challenges that teaching will present. Modeling exemplary classroom practice, a cooperating teacher offers student teachers creative opportunities to apply theories and principles studied in the college classroom.

The cooperating teacher--

1. Is willing to accept the responsibility for the guidance of a student teacher;
2. Demonstrates sound teaching practices and can articulate their purposes, methods, and philosophies;
3. Utilizes effective coaching and mentoring skills;
4. Shows a desire to grow professionally and encourages others to do the same; and
5. Has taught for at least three years in his/her current position and comprehends fully the organization, policies, and educational philosophy of the school.
6. Follow administrative code (9A: 9-10.2a5)

Prior to the beginning of the student teaching experience, the student teacher is expected to contact you. The college supervisor will also meet with you and the student teacher at the beginning of the semester. At this time, the college supervisor will assist you in setting up a TaskStream account.

### Suggested and Required Practices

Stockton asks cooperating teachers to assist the student in several important aspects of teaching.

#### I. General Guidelines

##### *A. Orient the Student Teacher to the School Community*

Assist the student teacher in becoming part of the school community. Introduce him/her to the students and the faculty. Please make the parents aware of the new face in the classroom. Please smooth the transition for the student teacher to become a professional educator.

1. Prepare your classes for the arrival of the student teacher. Provide your students with background information about the student teacher and what to expect during the student teaching experience. This might not be possible to the extent desired if the student teaching placement is for the fall semester.

2. Introduce the student teacher to the other staff members. You may wish to make a formal introduction at a faculty or department meeting
3. Introduce the student teacher at parent meeting and conferences.
4. Provide the student teacher with demographic information about the school community

***B. Familiarize the Student Teacher with the Facilities, the Policies and the Procedures of the School and of Your Classroom***

All master teachers know the policies and procedures that are followed in the school - *both written and unwritten*. Be sure that the student teacher is aware of both the written and unwritten policies and procedures, including district's HIB policy.

As the semester progresses, please make sure that the student teacher understands the procedures that are followed in your classroom. From taking attendance to fire drills, the student teacher will ultimately be responsible for *all* classroom routines. This includes the procedures that must be followed on duty periods (playground, cafeteria, study halls). Whatever you do, he/she must be able to do.

1. Assist the student teacher to become acclimated to the school facility. Find a location (desk and cabinet) where the student teacher can work and keep personal and professional materials. Identify those areas of the building that are for staff use only. Point out rest room facilities, cafeteria, parking areas, etc.
2. Assist the student teacher to become acclimated to the school philosophy, rules, and procedures.
3. Be aware that Stockton's expectations for the student teacher dress code may exceed the district practice

***C. Guide the Student Teacher in Planning and Teaching Lessons***

The student teacher may or may not realize the constraints that teachers must follow in planning lessons (BOE-approved curricula; grade-level expectations; state testing mandates). Please help the student teacher to a greater understanding of the larger issues in curriculum and instruction. Encourage the student teacher to try out his/her own plans and ideas.

**The student teacher will be required to use both the Stockton *TaskStream* lesson plan format for college evaluation purposes and the school district lesson plan template for daily/weekly lesson plans.**

As you remember from your first years in the classroom, getting the timing right is one of the most difficult hurdles in lesson preparation. The student teacher must learn that he/she needs to foresee difficulties that may arise and must be able to plan positively to take care of them.

Please make time for the student teacher to debrief with you daily. The student teacher is just that: a *student* teacher, so expect that there will be mistakes and errors in judgment during the semester. You serve a vital function as a mentor for the student teacher.

When planning for instruction, be mindful that the student teacher will be evaluated using the Danielson Model.

#### ***D. Support the Student Teacher in Building a Repertoire of Classroom Management Skills***

As a cooperating teacher, you know that the most difficult area for student teachers is often classroom management. Please assist the student teacher in developing methods for the management of diverse groups of learners, stressing that planning and preparation both go far in mitigating classroom disruptions.

#### ***E. Provide Feedback to the Student Teacher and to the School of Education***

Feedback from you is essential in helping the student teacher develop as a professional. Be straightforward, detailed, and clear. The ultimate goal is for novice teachers to become self-assessing and reflective professionals.

## **II. Assuming the Responsibility for the Classroom**

### ***A. Meet and Greet***

Prior to the first week, hold a *meet and greet* with your student teacher and the college supervisor. There you will discuss expectations for the student teacher and a schedule for what subjects/classes will be taken over and in what order. You should expect this meeting to take an hour. At this meeting, the college supervisor will assist you in setting up the TaskStream account that you will be using for the duration of student teaching.

### ***B. Lesson Plans/Unit Plans***

Reach an understanding early with the student teacher concerning the form and due dates for lesson plans and unit plans.

Specify what units of work are to be covered during the time the student teacher is in charge of your class/classes. Reach a clear understanding of what you would like your class/classes to accomplish during the student teaching experience.

### ***C. Other Employment by the School District***

During the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as a coach or a substitute teacher).

### ***D. Extracurricular Activities and Chaperoning***

If a student teacher chaperones student trips or assists with sports or other extra-curricular activities, that formal approval must be given by the school administrator and that the student teacher must always be accompanied by a certified district teacher. The student teacher must serve without remuneration and must not handle school funds unless under your direct supervision.

### **III. Formal Evaluation Procedures**

#### ***A. Formal Evaluations by the Cooperating Teacher***

You will be asked to complete four *formal* evaluations of the student teacher and the midterm and final evaluations using the Danielson Framework for Teacher Evaluation. Forms are housed and prepared via the free TaskStream account. An email from the School of education will be sent to you at the start of student teaching containing details for registering and assessing this system.

1. Please comment in the appropriate section of the forms; comment boxes are provided so additional feedback can be added.
2. Discuss the ratings and comments with the student teacher before the evaluation form is given to the college supervisor; the student teacher and cooperating teacher via TaskStream. (Please keep a physical copy for your records.)
3. The college supervisor may indicate specific dates by which the evaluation forms must be completed and submitted. These dates are meant to coincide with planned visits of the college supervisor who will want to read your report before observing the student teacher. Normally, your evaluations should take place at the end of three weeks, six weeks, nine weeks, and twelve weeks of student teaching. See also pages 28 and 29.

#### ***B. Daily Debriefing***

In no way should these formal evaluative procedures supplant the regular daily debriefing and discussions with the student teacher.

#### ***C. Important Note of Grading***

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification.

#### ***D. Mid-Term and Final Evaluations***

You also will complete the midterm and final evaluations. Follow the procedure as outlined above.

#### ***E. Final Determination of the Grade***

The grade will be determined by the college supervisor after consultation with the cooperating teacher. The final determination of a grade for student teaching rests with college supervisor.

### **IV. Observations by the College Supervisor**

#### ***A. Observations by the College Supervisor***

The School of Education will assign one college supervisor to work with the student teacher. This supervisor will make a minimum of seven bi-weekly visits. An additional observation may be made by a School of Education faculty member or administrator.

#### ***B. Consultation with the College Supervisor***

When a college supervisor from Stockton is at the school observing the student teacher, please consult with him/her separately and then also with the student teacher and the supervisor together. Share your evaluation of the student and the student's progress. Be candid in your assessment of

the strengths and weaknesses and report problems that the supervisor can help solve. *Please discuss criticisms and problems as they arise during the semester.* It is not necessary for you to stay in the classroom during the college supervisor's observation of the student teacher.

**C. Contacting the College Supervisor**

If a situation arises that requires discussion with the college supervisor, feel free to contact the School of Education if you are unable to reach the college supervisor.

[fielddirector@stockton.edu](mailto:fielddirector@stockton.edu)

**V. Honorarium Payment and Contact Information**

An honorarium form will be emailed to you by the School of Education.

Please sign the honorarium form and *return it to the School of Education as soon as possible at the address below* or by email. You will receive the honorarium payment at the completion of the semester.

If you need assistance, consult with the college supervisor or call the School of Education Office at 609-652-4688 and identify yourself as the co-op of a student teacher

**Placement Office  
The Richard Stockton College of New Jersey  
School of Education J201  
101 Vera King Farris Drive  
Galloway, New Jersey 08205**

[fielddirector@stockton.edu](mailto:fielddirector@stockton.edu)

## Part III

### Guidelines for the College Supervisor

A college supervisor is an experienced teacher and/or school administrator who has recently worked in the public schools and/or has recently supervised student teachers in the public schools.

The college supervisor

1. Is employed by the Richard Stockton College of New Jersey for the purpose of supervising the student teachers; he/she may be a member of the college faculty
2. Accepts the responsibility for the guidance of one or more student teachers
3. Recognizes sound teaching practices and can articulate their philosophies, purposes, and methods
4. Shows a desire to grow professionally himself/herself and to promote the professional growth of novice teachers
5. Has at least a master's degree in education (e.g., teaching of a subject area or grade level, school administration, supervision and curriculum)
6. Has at least five years of successful, full-time classroom teaching experience
7. Has at least three years of successful supervision of instruction or comparable experience in a specific field
8. Understands the principles of planning, evaluation, supervision and curriculum development
9. Familiarity with the Danielson Model of Evaluation, the SGO, SGP, Common Core, and PARCC

### Suggested and Required Practices

#### I. Before Student Teaching

- A. At the mandatory student teaching meeting, confer with the student teacher to clarify procedures and to develop a rapport before the student teacher leaves campus to begin student teaching.
- B. Make sure the student teacher has the necessary information to make contact with you; make sure you use your [Stockton.edu](mailto:Stockton.edu) email address.
- C. Make sure that you have an active *Task Stream* account and are able to access the Stockton GO Portal System.

#### II. Supervision of the Student Teacher

- A. Visit the school and the cooperating teacher(s) at the beginning of student teaching. This is the *Meet and Greet Session*; reserve at least an hour for this meeting, as there are many issues



- regarding planning and paperwork, including assisting the co-op teacher in logging into the TaskStream system.
- B. Plan visits (minimum of seven) to observe the student teacher and to confer with both the student teacher and the co-op at each visit. Coordinate your visits with the student teacher and the cooperating teacher, using the school calendar provided. If possible, have the visit coincide with the conference period/prep period. During the semester, the Dean of Education or her appointee or other faculty from the college may also visit the student teacher.
  - C. Notify the principal's office of your presence in the school on each visit.
  - D. Confer with the principal, department chairperson, supervisor or other designated administrator frequently, if possible.
  - E. Stay as long as possible on each school visit in order to observe the student teacher's classes. Confer with both the co-op teacher and the student teacher before you leave.
  - F. The written evaluations must be more than descriptive in nature. Areas of both strength and weakness should be noted. Specific recommendations should be made for instructional strategies aimed at the improvement of the areas of weakness.
  - G. Your evaluations should be submitted to TaskStream for both the student teacher and the co-op to read, as soon as possible, but no later than the next visitation date.
  - H. On each visit check the lesson plans, teaching units, instructional materials, and/or tests that the student teacher has made; provide comments where appropriate. You should expect the student teacher to submit a lesson plan on *Taskstream* to you in the Stockton College format 3 to 4 days before the observation for your review. Comments should be documented within Taskstream and given to students prior to completing the observation of the lesson reviewed.
  - I. If any problems arise that the student teacher and the cooperating teacher(s) cannot resolve, the student teacher contacts the college supervisor who - in turn - will contact the field director. Occasionally, a student is unable to meet the performance standards of student teaching or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the student teaching experience should be discussed with the college supervisor and the Assistant Dean of Education.

*The final grade will be determined by the college supervisor in consultation with the cooperating teacher.*

### **III. Responsibilities to the School of Education**

#### **A. Meet and Greet**

You are asked to make a minimum of seven visits. The first meeting (*the Meet and Greet*) should occur within the first week or so of the experience. This initial visit is to acquaint you with the school and cooperating teacher, and to assist with TaskStream.

**B. Classroom Observations**

After the initial meeting, your next six visits will be classroom observations. After each of these, please submit the required observation form on TaskStream to the School of Education.

**C. Mid-Term Evaluation and Review of Progress**

The student teaching is growth model of instruction. If the student teacher is not making a minimum of growth by mid-term, the Assistant Dean of the school of education must be notified at once.

Any deficiencies must be specifically noted in the mid-term.

**D. Mid-Term and Final Evaluation**

After the fourth visit and after the final visit we ask that you complete the *Mid-Term* and *Final Evaluation Form*. Both the mid-term and final form should be discussed with the student and cooperating teacher. The cooperating teacher will also be asked to submit his/her own separate mid-term and final evaluation form; however the final judgment of performance is made by you in consultation with the cooperating teacher.

**E. Student Teaching Self- Evaluation, Cooperating Teacher Evaluation, and College Supervisor Evaluation**

All of these will be completed electronically at the licensure intake session after graduation. The forms will be sent directly to the student teachers, who will complete them on-line.

**F. Special Problems/ Issues**

If any problems arise, the college supervisor should call the field director at the School of Education (609) 652- 4688. The college supervisor should feel free to discuss a problem, even after the first supervisory visit, should he/she sense that there will be difficulty in resolving it satisfactorily. Serious problems should be documented in writing and, if warranted, a student teaching experience may be discontinued or terminated.

**G. Payroll and Travel Expenses**

Complete the required payroll and travel forms and submit these to the School of Education in a timely manner.

## **Part IV**

### **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 Assistant Dean of Education. A student whose behavior appears to warrant termination will receive written notice from the Assistant 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. No Incompletes will be awarded in student teaching.

## **Part V**

### **Student Teaching Grading Policies**

Assigning the final grade for student teaching is the responsibility of the supervisor. The grade should reflect the supervisor's professional judgment of the student teacher's overall performance during the semester and include consideration of input from the cooperating teacher. To be recommended for certification, the student teacher must earn a grade of B- or higher and have demonstrated Basic levels of competence in all four domains assessed: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities.

Note: If a student is performing at below Basic levels of competence at midterm, the supervisor must notify the School of Education no later than the Mandatory Midterm Summary Performance Review.

#### Final Grades

**A Range (A or A-)** —Indicates that the student teacher has consistently met all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

**B Range (B, B+, or B-)** —Indicates that the student teacher has generally, but with some inconsistencies, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

Grades below B- indicate that a student will not be recommended for certification. A supervisor with a student teacher performing below Basic levels must communicate with the School of Education prior to issuing a grade.

***The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the student will be permitted to repeat Student Teaching, after a period for reflection.***

***The grade appeals policy can be accessed from the Stockton Home Page under Academic Affairs/Policies & Procedures.***

***As with all other Professional Education Requirements, a student may not register for Student Teaching more than twice.***

***No Incompletes are awarded in Student Teaching.***

## Student Teaching Supervisor & Cooperating Teacher Calendar FALL 2014

<i>Supervisor</i>		<i>Cooperating Teacher</i>	
<i>Date</i>	<i>Visit/Observation</i>	<i>Date</i>	<i>Visit/Observation</i>
9/2-12/2014	"Meet and Greet"	9/2-12/2014	"Meet and Greet"
9/15-26/2014	1 <sup>st</sup> Observation	9/15-26/2014	1 <sup>st</sup> Observation
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
9/30- 10/10/2014	2 <sup>nd</sup> Observation	9/30- 10/10/2014	2 <sup>nd</sup> Observation
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
10/13-24/2014	3 <sup>rd</sup> Observation & Midterm	<b>Only Required of Supervisors</b>	Observation & Midterm
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
10/24/2014	Mandatory Midterm Summary Performance Review	10/24/2014	Mandatory Midterm Summary Performance Review
10/27-11/07/2014	4 <sup>th</sup> Observation	10/27-11/07/2014	3 <sup>rd</sup> Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
11/10-21/2014	5 <sup>th</sup> Observation	11/10-21/2014	4 <sup>th</sup> Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
11/24-12/05/2014	6 <sup>th</sup> Observation & Final	<b>Only Required of Supervisors</b>	Observation & Final
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
12/05/2014	Mandatory Final Summary performance Review	12/05/2014	Mandatory Final Summary performance Review
<b>TOTAL NUMBER OF OBSERVATIONS?</b> 6 OBSERVATIONS + MIDTERM + FINAL		<b>TOTAL NUMBER OF OBSERVATIONS?</b> 4 OBSERVATIONS + MIDTERM + FINAL	

## Student Teaching Supervisor & Cooperating Teacher Calendar Spring 2015

<b>Supervisor</b>		<b>Cooperating Teacher</b>	
<b>Date</b>	<b>Visit/Observation</b>	<b>Date</b>	<b>Visit/Observation</b>
1/5-16/2015	"Meet and Greet"	1/5-16/2015	"Meet and Greet"
1/26-2/6/2015	1 <sup>st</sup> Observation	1/26-2/6/2015	1 <sup>st</sup> Observation
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
2/9-2/20/2015	2 <sup>nd</sup> Observation	2/9-2/20/2015	2 <sup>nd</sup> Observation
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
2/23-3/6/2015	3 <sup>rd</sup> Observation & Midterm	<b>Only Required of Supervisors</b>	Observation & Midterm
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
3/6/2015	Mandatory Midterm Summary Performance Review	3/6/2015	Mandatory Midterm Summary Performance Review
3/9-20/2015	4 <sup>th</sup> Observation	3/9-20/2015	3 <sup>rd</sup> Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
3/23-4/3/2015	5 <sup>th</sup> Observation	3/23-4/3/2015	4 <sup>th</sup> Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
4/6-17/2015	6 <sup>th</sup> Observation & Final	<b>Only Required of Supervisors</b>	Observation & Final
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
4/24/2015	Mandatory Final Summary performance Review	4/24/2015	Mandatory Final Summary performance Review
<b>TOTAL NUMBER OF OBSERVATIONS?</b> 6 OBSERVATIONS + MIDTERM + FINAL		<b>TOTAL NUMBER OF OBSERVATIONS?</b> 4 OBSERVATIONS + MIDTERM + FINAL	

## *New Jersey Professional Standards for Teachers* **NJAC 6A:9 – 3 Effective April 2014**

### *The Learner and Learning (Standards 1-3)*

1. **Standard One: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Standard Two: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Standard Three: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### *Content Knowledge (Standards 4-5)*

4. **Standard Four: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Standard Five: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### *Instructional Practice (Standards 6-8)*

6. **Standard Six: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Standard Seven: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Standard Eight: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### *Professional Responsibility (Standards 9-11)*

9. **Standard Nine: Professional Learning** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

10. **Standard Ten: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **Standard Eleven: Ethical Practice** 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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## **Reporting of Allegations of Child Abuse**

The New Jersey Administration Code (6:29-9.2) requires that individuals who have reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse as defined under N.J.S.A. 9:6-8.9 shall immediately report to DYFS (Division of Youth and Family Services). 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 his/herself.

### **Types of Abuse:**

Physical, Sexual, Emotional, Neglect, and Abandonment

### **Classroom Signs:**

- Poor performance
- Complaints of pain
- Malnourishment
- Ill-clothed/dirty
- Disruptive behaviors
- Withdrawn/quiet behavior
- Abnormal absences
- Nervous habit
- Tiredness
- Physical injuries