

# *Handbook of the Teacher Education Program*

*Stockton University  
School of Education*

*Academic Year 2015-2016*

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**Stockton University**  
***School of Education***  
***Teacher Education Handbook***

***Academic Year 2015-2016***

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**Handbook of the Stockton Teacher Education Program  
2015-2016**

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## **Mission and Goals of the Teacher Education Program (Revised May 2015)**

Stockton University's Teacher Education Program prepares novice teachers to be competent in both subject matter and pedagogical skills, as well as to be caring practitioners in diverse and technologically rich learning environments.

Our novice teachers:

- Demonstrate a thorough competence in their content area and including the ability to draw upon content knowledge when planning and implementing instruction.
- Understand and integrate appropriate planning, assessment, planning and instructional strategies in engaging ways.
- Recognize the diverse needs of the learner by establishing a positive supportive learning environment and utilizing varied teaching strategies that meet the needs of all learners.
- Demonstrate professional responsibility by engaging in self-reflective practices and collaboration.

## **Accreditation & Program Overview**

The Stockton University's Teacher Education Program, 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. As of 2014, TEAC merged with CAEP, the Council for the Accreditation of Educator Preparation.

Our School of Education prepares new K-12 teachers for TEAC/CAEP-accredited initial certification. Our program includes pre-service fieldwork experiences among the highest in New Jersey for both intensity and diversity. The program is aligned with New Jersey's Professional Standards for Teachers.

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 fieldwork-intensive program requiring candidates to spend 160 hours in public schools prior to the student-teaching semester. Field experiences/clinical practice (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 University 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).

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

For those students in the post-baccalaureate program who (1) have already earned a BA/BS or for those who (2) are concurrently earning a first bachelor's degree in another field of study and complete the teacher education program, these students may be awarded a BATE upon completion of all certification requirements. The BATE degree requires 32 credits beyond the BA/BS and is not required for licensure.

**\*\*\*During 2015-2016, the New Jersey Department of Education is in the process of releasing updated state licensure code that may impact all of the following: the Praxis tests, the GPA, the performance assessment, the fieldwork/clinical practice hours, and the actual courses required. Check the School of Education website for the latest updates.**

*All Students Must Meet These Criteria for the Stockton Teacher Professional Education Sequence:*

<b>Requirements</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
<b>Not Currently Enrolled at Stockton? Matriculation</b>	Meet the full admission standards set forth by Stockton University for transfer students. These requirements include the payments of all necessary fees and deposits, submission of all required transcripts, and any other University requirements that may apply. Declare <i>Education</i> as a concentration.	<i>For more details, consult the Office of Admissions web site at <a href="http://admissions.stockton.edu">admissions.stockton.edu</a></i>
<b>Currently Enrolled at Stockton or as a Second Degree</b>	Declare <i>Education</i> as a concentration or as a second degree area.	
<b>State-Mandated Core Academic Skills for Educators: Praxis Core Basic Skills Tests</b>	Document the one of the following: <ul style="list-style-type: none"> <li>Acceptable test scores on the CORE Praxis Test that will be required after September 1, 2013 (Core Academic Skills for Educators: Praxis Core Basic Skills Tests): Reading: 156, Writing 162, Mathematics 150 <ul style="list-style-type: none"> <li>Or a combined score of 1660 on the SAT or a score of 570 on any corresponding section of the SAT</li> <li>Or a 23 on a composite score on the ACT</li> <li>Or a GRE from 2011 and forward that shows a composite Verbal and Math of 310 with a Writing of 4</li> </ul> </li> <li>Acceptable test scores on Praxis I PPST- if this test was taken before September 1, 2013: Reading 175, Writing 173, Math 174. This test will only be accepted until September 1, 2014</li> </ul>	<i>Sign up for the Core Academic Skills for Educators: Praxis Core Basic Skills Tests at <a href="http://www.ets.org/praxis/nj/requirements">www.ets.org/praxis/nj/requirements</a></i>  <i>Praxis Retake Policy: Tests that are offered continuously may be taken once every 30 days, not including the initial test date.</i>  <i>Core Academic Skills for Educators: Praxis Core Basic Skills Tests Deadlines – Generally, you must be able to submit Praxis scores by May 1<sup>st</sup> for Fall, November 1<sup>st</sup> for Spring, and February 1<sup>st</sup> for Summer</i>
<b>GPA Requirements</b>	As of September 1, 2014, document a cumulative GPA of 3.0. Any appeal of this provision must go to the program coordinator. An appeal will only be heard for those with a GPA of 2.75 or higher.  <b>*** See above</b>	

<b>Off-Campus Coursework and Transfer Credits</b>	<p>Stockton University policy states that the final 32 of the last 48 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><b>*** See above, as course requirements for certification may change</b></p>	<p><i>Be aware that any course taken off campus <b>after matriculation</b> in the Teacher Education Program</i></p> <ul style="list-style-type: none"> <li>• <i>Must be taken at an accredited college or university</i></li> <li>• <i>May only satisfy certification requirements;</i></li> <li>• <i>Will be included on Stockton's transcript for certification purposes only;</i></li> <li>• <i>Will <b>not</b> be added to a student's total earned credit hours.</i></li> </ul>
<b>Content Course Requirements (Subject Matter)</b>	<p>Content Course Requirements may be taken as part of the Baccalaureate major or taken additionally to fulfill specific certification requirements.</p> <p>Content requirements vary depending upon the specific grade level (elementary) or the specific subject matter (art, mathematics, French, for example).</p> <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. This also requires the corresponding middle school Praxis II in that 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, with specific course required for some subject matter areas (for example Art and Social Studies).</li> </ul> <p><b>*** See above, as course requirements for certification may change</b></p>	<p><b><i>Only content courses with grades of C or better may be applied toward certification.</i></b></p> <p><i>See the School of Education web page for curriculum worksheets:</i>  <a href="http://www.stockton.edu/education">www.stockton.edu/education</a></p>
<b>SOE Information &amp; Transcript Review</b>	<p>Check the School of Education website for initial information about the program. Once there, make an appointment to see an advisor in the School of Education.</p> <p>At that meeting, you will have your transcripts reviewed, will add a School of Education preceptor, and will declare Education as a concentration or a second degree area.</p>	<p><i>Bring all of your transcripts; they will be reviewed by a SOE advisor. Use this link to set up an appointment.</i></p> <p><a href="http://www.tinyurl.com/soeadvising1">http://www.tinyurl.com/soeadvising1</a></p>

<b>Support for Students with Disabilities</b>	<p>The School of Education is committed to providing equal educational opportunities for all academically qualified students in keeping with the legal requirements of the <i>Americans with Disabilities Act of 1990</i>. 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.</p> <p>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 University 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.</p> <p>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, University student teaching supervisors, the cooperating teacher, and the administration of the host school, as appropriate.</p>
<b>The Learning Access Program at Stockton</b>	<p>Students who are working with Stockton's Learning Access Program are strongly encouraged to consult with the program coordinator and fieldwork office prior to beginning the education sequence</p>



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

<i>Requirements</i>	<i>Information</i>	<i>Important Notes &amp; Reminders</i>
<b>Gateway to the New Jersey Teaching Profession (EDUC3000)</b>	This 0 credit course is required for entry into the teacher education program. <b><i>This is a graded course and must be successfully completed</i></b> Students must demonstrate the following in order to enter the teacher education program: passing Gateway with a B- or better; a 3.0 cumulative GPA, passing scores on the Core Academic Skills for Educators Praxis Test, a TB (Mantoux) test, a passing score on the NJ Health Test, a criminal background approval letter from the State of New Jersey, completion of HIB training.	<i>Students must earn a B- or better to continue in the program.</i>
	1. <b><i>Gateway to the New Jersey Teaching Profession: the TB (Mantoux) Test</i></b> 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.	
	2. <b><i>Gateway to the New Jersey Teaching Profession: the NJ State Health Test</i></b> 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. The exam is offered free of charge in the School of Education Office. The state health test is also administered through any county school superintendent's office	
	3. <b><i>Gateway to the New Jersey Teaching Profession: the Criminal History Background Check Approval Clearance Letter from the State of New Jersey</i></b> Complete the NJDOE required Criminal History Review Process and have documentation of the approval clearance letter 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 (Morpho Track)</i></li> <li>• <b><i>After finger printing, the student will receive a clearance letter from the state that is mailed directly to his/her home. Once this letter is received, students must provide a copy of the APPROVALCLEARANCE LETTER with a state seal to the School of Education</i></b></li> <li>• No fieldwork placements can be made until the clearance letter is received.</li> <li>• 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. Search: EDUC FAQ/Crim Hist</li> <li>• 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> See the School of Education website for a sample MorphoTrack form</li> <li>• Please note: a criminal record may preclude entrance into a teacher preparation program.</li> </ul>	
	4. <b><i>Gateway to the New Jersey Teaching Profession: Attendance at all 4 class meetings is mandatory.</i></b>	

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

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
<b>Open Enrollment Courses- Professional Requirements</b>	These required courses are open to all Stockton students and do not require program permission. These courses, or transferable equivalents, <i>may be taken at any time prior to the Student Teaching Certification Semester.</i>  <i>Equivalent transfer courses must be reviewed and approved.</i>	<i>Courses in this category may be taken at Stockton or transferred in from other institutions.</i>  <i>Students must complete all of the open-enrollment professional sequence courses at a level of C or better</i>
	<b>EDUC 1515</b> – Diversity in Families, Schools and Communities (V), or an equivalent <ul style="list-style-type: none"> <li>GAH 1360 – Topics in African- American History and Culture-</li> <li>GEN 2126 – The Urban Teacher</li> <li>GSS 1044 – Diversity Issues</li> <li>GSS 3360 – Schools of the Future</li> <li>GSS 3516 – Intercultural Communications</li> <li>SOCY 2745 – Race, Poverty &amp; Education</li> </ul>	
	<b>INTC 2610</b> - Instructional Technology for K-12 Teachers, or an equivalent <ul style="list-style-type: none"> <li>GEN 2108 –Web Tools: Global Learning</li> </ul>	
	<b>EDUC 2241</b> – Educating Students with Special Needs, or an equivalent	
	<b>PSYC1100</b> – Intro to Psychology, or an equivalent transfer	<i>All PSYC3XXX level courses require PSYC1100 or an equivalent transfer for Intro to Psych.</i>
	Developmental Psychology – Choose one of the following courses, or an equivalent <ul style="list-style-type: none"> <li><b>PSYC 3322</b> – Lifespan Development</li> <li><b>PSYC 3323</b> – Developmental Psychology- Childhood and Adolescence</li> <li><b>PSYC 2201</b> – Psychology of Adolescence</li> </ul>	<i>New Jersey requires an appropriate course in adolescent psychology for teacher certification. Any of these courses will satisfy the requirements for middle school endorsement.</i>
	<b>PSYC 3391</b> - Educational Psychology This course is required for all students in the education program	

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

<b><i>Delayed Beginning and/or Extended Absence from the Program</i></b>	<p><i>Upon acceptance into the Teacher Education Program, a student has up to one year to register for Introductory Semester courses, following standard preceptorial advising procedures.</i></p> <p><i>There are many reasons why a student might delay beginning the Introductory Semester or why a student might stop out of the program for more than a year. When either of these issues occurs, the student may have to meet additional requirements in order to comply with the most recent policies and procedures for continuation in the program.</i></p> <p><i>These additional requirements may include assessments, other testing, field work/clinical experience or a combination of these as deemed necessary by the program coordinator.</i></p>
<b><i>Stockton's Learning Access Program</i></b>	<p><i>Students who are working with Stockton's Learning Access Program are strongly encouraged to consult with the program coordinator and fieldwork office prior to beginning the education sequence.</i></p>

<b><i>Requirement</i></b>	<b><i>Information</i></b>	<b><i>Important Notes &amp; Reminders</i></b>
<b>Professional Education Courses</b>	<p>Professional Education Courses are distributed over three semesters of permit-only University-based and field-based courses. These semesters are referred to as the Introductory, Intermediate, and Student Teaching Semesters.</p>	<p><i>A student must meet all criteria for the Teacher Education Program to receive permits for the Professional Education Requirements, including state-mandated GPA and Praxis Core Test requirements, the state health test, the TB test, the background-check approval clearance letter from the state, and the Gateway course.</i></p> <p><b><i>Criminal History: Disqualifying information sent to Stockton while any student is enrolled in fieldwork will result in immediate removal from the P-12 school unless/until the matter is cleared.</i></b></p>

<b>Content/Subject Matter Coursework</b>	<p>Students are strongly advised to complete all of the subject matter/content coursework required for state licensure before student teaching.</p> <p><b>*** See above, as course requirements for certification may</b></p>	<p><i>Failure to complete the content requirements will delay recommendation to the New Jersey Department of Education for licensure.</i></p>
<b>Off-Campus Coursework and Transfer Credits</b>	<p>Stockton policy states that the final 32 of the last 48 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><b>*** See above, as course requirements for certification may change</b></p>	<p><i>Be aware that any course taken off campus <b>after matriculation</b> in the Teacher Education Program</i></p> <ul style="list-style-type: none"> <li>• <i>Must be taken at an accredited University;</i></li> <li>• <i>May only satisfy certification requirements;</i></li> <li>• <i>Will be included on Stockton's transcript for certification purposes only;</i></li> <li>• <i>Will <b>not</b> be added to a student's total earned credit hours.</i></li> </ul>

<b>Introductory Semester</b>	<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. Eighty hours of fieldwork is required where students observe and assist with instruction</p> <p><i>The Introductory Semester requirements differ for elementary and subject matter (generally secondary) certification candidates.</i></p>		<p><i>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).</i></p>
	<p><b>Introductory Semester for Elementary Certification [9 credits]</b></p> <ul style="list-style-type: none"> <li>• <b>EDUC 3101</b>—Introductory Fieldwork in Education [2 credits] – includes 80 hours of field work</li> <li>• <b>EDUC 3105</b>—Literacy Development [3 credits]</li> <li>• <b>EDUC 3200</b>—Practices and Techniques of Teaching [4 credits]</li> </ul>	<p><b>Introductory Semester for Subject Matter Certification [6 credits]</b></p> <ul style="list-style-type: none"> <li>• <b>EDUC 3101</b>—Introductory Fieldwork in Education [2 credits] – includes 80 hours of fieldwork</li> <li>• <b>EDUC 3200</b>—Practices and Techniques of Teaching [4 credits]</li> </ul>	<p><i>Once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than twice.</i></p>

<b>Intermediate Semester</b>	<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><i>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).</i></p>
	<p><b>Intermediate Semester for Elementary Certification [9 Credits]</b></p> <ul style="list-style-type: none"> <li>• <b>EDUC 4110</b> — Methods of Teaching Elementary Language Arts Literacy [2]</li> <li>• <b>EDUC 4150</b> — Methods of Teaching Elementary Math [2]</li> <li>• <b>EDUC 4600</b> — Intermediate Fieldwork in Education [2]</li> <li>• <b>EDUC 4610</b> — 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>• <b>EDUC 4120</b> — Reading in the Content Area [2]</li> <li>• <b>EDUC 4600</b> — Intermediate Fieldwork in Education [2]</li> <li>• <b>EDUC 460(X)</b> — (Various Subject Areas) [4]</li> </ul>	<p><i>Once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than twice (Introductory, Intermediate, or Student Teaching).</i></p>
<b>Student Teaching</b>	<p>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. This is a full-time, unpaid internship.</p> <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>• <b>EDUC 4990 Student Teaching [10]</b> Student Teaching is a full semester experience of observing, planning, and teaching in area public elementary or secondary school.</li> <li>• <b>EDUC 4991 Student Teaching Seminar [2]</b> - 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 <b><i>Handbook for Student Teaching</i></b>.</p>		<ol style="list-style-type: none"> <li>1. <i>Students are strongly advised to complete all of the subject matter /content coursework required for state licensure before student teaching.</i></li> <li>2. <i>In order to student teach, a student must have passed all of the required Praxis II tests.</i></li> <li>3. <i>Students must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses.</i></li> <li>4. <i>A student may not register for a course in the Professional Education sequence more than twice.</i></li> <li>5. <i>The School of Education reserves the right to determine whether or not the student will be permitted to repeat Student Teaching, after a period of reflection.</i></li> <li>6. <i>Criminal History: Disqualifying information sent to Stockton while any student is enrolled in student teaching will result in immediate removal from the P-12 school unless/until the matter is cleared.</i></li> </ol>

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## *Certification Exam Requirements – The Praxis II Tests*

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
<b>Praxis II</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><i>Students must take and pass the Praxis II tests in the same series of tests. Please check with the School of Education to insure that you are taking the test that New Jersey requires for certification.</i></p> <p><b><i>Students should check on their test results that the test is both “passed and met.”</i></b></p> <p>Students must check here to make certain that they are taking the test required by the State of New Jersey for certification.  <a href="http://www.ets.org/praxis/nj/requirements">www.ets.org/praxis/nj/requirements</a></p> <p><b>*** See above, as test requirements are changing</b></p>	<p><i>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.</i></p> <p><b><i>Praxis II Retake Policy:</i></b> Tests that are offered continuously may be taken once every 21 days, not including the initial test date. Tests that are offered during testing windows may be taken once per testing window. In the case of a combined test, individual tests can only be taken after a 21-day period.</p>
<b>Registering for the Praxis II Test</b>	<p>When registering for the Praxis II, you must do the following:</p> <ol style="list-style-type: none"> <li>1. Make certain that you first choose <b>NEW JERSEY</b>, so that you register for the correct Praxis II test.</li> <li>2. List your full name and <b>Social Security Number</b> (as required by the NJ Department of Education)</li> <li>3. List <b>both</b> of the following agencies to receive your score reports <ul style="list-style-type: none"> <li>• Stockton University is R2889</li> <li>• NJ Department of Education is R7666</li> </ul> </li> </ol>	<p><i>There are several Praxis II tests with the same name. You must be certain to register for the NEW JERSEY test, rather than entering the name of the test.</i></p> <p><i>In the last few years, New Jersey has changed which of the Praxis II tests the state requires for certification.</i></p> <p><i>In doubt? Call the School of Education or check this website: <a href="http://www.ets.org/praxis/nj/requirements">www.ets.org/praxis/nj/requirements</a></i></p>
<b>Elementary and Middle School</b>	<p>Elementary certification candidates who request a middle school placement must pass both the Elementary K-6 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><b><i>Note that the Middle School Certificate can never be a stand-alone certificate.</i></b></p>
<b>Subject Matter Certifications</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 <i>Art</i> and also those who wish to teach in a high school. More than one Praxis II may be required for certification, especially in the sciences.</p>	<p><b><i>Note that the Middle School Certificate can never be a stand-alone certificate.</i></b></p>

<p><b><i>World Language Certification Test (OPI)</i></b></p>	<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> on the OPI for certification.</i></p> <p><b><i>Retake Policy:</i></b> <i>The OPI may only be taken every three months.</i></p>
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**\*\*\*During 2015-2016, the New Jersey Department of Education is in the process of releasing updated state licensure code that may impact all of the following: the Praxis tests, the GPA, the performance assessment, the fieldwork/clinical practice hours, and the actual courses required. Check the School of Education website for the latest updates.**

## *Fieldwork/Clinical Experiences – Introductory, Intermediate, and Student Teaching*

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
<b>Criminal History Background Check Clearance Approval Letter from the State of New Jersey</b>	<p>Complete the NJDOE required Criminal History Review Process and have documentation of the clearance letter on file with the Stockton School of Education.</p> <ul style="list-style-type: none"> <li>The background check includes fingerprinting through the state's contracted service provider.</li> <li>Students must provide the CLEARANCE APPROVAL LETTER with a state seal</li> <li>No fieldwork placements can be made until the clearance letter is received.</li> <li>Certain school districts require both the clearance letter and the sub certificate.</li> <li>In addition to the clearance letter and sub certificate from the state, individual districts may also require additional documentation or an update of this letter.</li> </ul>	<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>See the School of Education website for a sample MorphoTrack form</p> <p>A criminal history background check can be done quickly through Stockton, if not requesting a sub certificate.  See <b>Education FAQ's-Crim</b>  Please note: a criminal record may preclude entrance into a teacher preparation program.</p>
<b>All Levels – Introductory, Intermediate, and Student Teaching</b>	<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>	<p>Fieldwork placements are coordinated and organized by the School of Education.</p>
<b>Policies</b>	<ol style="list-style-type: none"> <li><b>All final decisions regarding placement are at the discretion of the School of Education.</b> A student may not conduct fieldwork at a site that has not been authorized and approved by the School of Education. <b>Fieldwork placements must be completed within the State of New Jersey in a public school setting and must be within 60 miles of the main campus.</b></li> <li>Generally, the student may not be placed in a school where he/she 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).</li> <li>If a student is placed in a school where that student <b>has had</b> a personal relationship (a school</li> </ol>	



	<p>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), <b><i>this relationship must be disclosed at the time of the application or at the time of the placement.</i></b></p> <p><b><i>Failure to disclose this information could result in the termination of the placement and other actions as deemed appropriate by the School of Education.</i></b></p> <p>All decisions as to the final placement of the student will be at the discretion of the School of Education.</p> <ol style="list-style-type: none"> <li>4. The program requires at least two fieldwork placements; each one of these placements should be in a different school district.</li> <li>5. The program offers multiple placements by semester; offers a year-long intermediate/student teaching placement; and also offers a co-teaching model placement</li> <li>6. Students must have at least one placement in a school district, identified by Stockton as a diversity school district. <b><i>The Atlantic City placement in the Introductory Semester fulfills this requirement.</i></b></li> <li>7. For elementary certification candidates, one of the placements must be in a middle school setting.</li> <li>8. For subject specific certification (high school), one of the placements must be in a middle school setting.</li> </ol>
Guidelines	<p>Students are expected to follow the New Jersey Professional Standards for Teachers and the NEA Code of Ethics. <a href="http://www.nea.org/home/30442.htm">http://www.nea.org/home/30442.htm</a></p> <p>You are expected to be familiar with these, as well as other rules and policies unique to your fieldwork placement setting.</p> <p>If questions or problems arise, your fieldwork instructor and the School of Education professional staff are available to offer further guidance.</p> <p>Stockton asks that teacher candidates follow basic courtesies and standards of professional conduct, including but not limited to the following:</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>• Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, University 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 University, and to the student teacher.</li> </ul>

- ***Be aware that as of 2015, most school districts will be implementing strict guidelines on the use of electronics by both students and staff. Make certain that you have read these local guidelines***
  - 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.
  - 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.
  - Do not use any personal electronic devices while you are engaged in your field work/ clinical experience placements. This includes texting while in the classroom.
  - Do not discuss your fieldwork placement on any social media
  - Do not take photographs of your students; this includes any and all internet-based photo apps, unless you have signed release forms from your co-op to do so.
  - Any video required for instructional purposes must be approved in advance.
  - We encourage you to leave your phone in your vehicle.
- Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code.
- Be aware that pupils may have allergies to cologne and /or heavily scented products; do not use these while in contact with pupils.
- Always use appropriate professional language.
- In the public schools, students do not call teachers by their first names. As a professional educator, the student teacher should always be addressed as Mrs., Ms., Mr., or whatever title is appropriate.
- Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc.
- 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.
- 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.

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## *Completion of Student Teaching and Applying for State Certification*

<b>Requirement</b>	<b>Information</b>	<b>Important Notes &amp; Reminders</b>
<b>Graduation</b>	<p>Please note: Students must <b>actually apply</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>Failure to apply for graduation will stop the process of certification</b></p>	<p><i>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 University.</i></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><i>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.</i></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><a href="http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=76">http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&amp;pageID=76</a></p>	<p><i>Failure to keep this appointment will cause a delay in having an individual's licensure application forwarded to the NJDOE.</i></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 University 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><i>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.</i></p>
<b>Receipt of the Actual Teaching License/Certificate</b>	<p>As of May 15, 2015 paper certificates will no longer be issued by the state. All information about certificates is now online including certificate name, certificate ID number, date of issuance, and expiration date if applicable. Instructions to view this information can be found here:</p> <p><a href="http://www.nj.gov/education/educators/license/tcis/instructions.pdf">http://www.nj.gov/education/educators/license/tcis/instructions.pdf</a></p>	<p><i>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 more than 40 states that are part of this agreement.</i></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 University or in field placements, as well as demonstrate unacceptable behavior at the University or in his/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 Campus Conduct Code (as found in the University Bulletin and Student Handbook). <http://intraweb.stockton.edu/eyos/bulletinpdf/content/docs/Bulletin%202015-2016%206%2018%2015.pdf>
- 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/teacherstandsoverview.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 in the School of Education (corridors, classrooms, offices, and lounges) or in certification coursework, or in fieldwork/clinical experiences, or in student teaching that is deemed unacceptable by course instructors, faculty and staff of the School of Education, or field placement district school personnel (based on that field placement district's school's code of conduct or policies and/or the Stockton University's policies).
- 6) Irresponsible behaviors may include disregard or disrespect for the school's policies and procedures or the University's 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 University 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 University'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 University'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 the School of Education and/or field placements 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 University policy, fails to meet professional standards, has a negative attitude toward the teaching profession, acts unprofessionally or acts inappropriately in the School of Education, in classes, and/or in field placements/clinical experiences 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 that 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 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, 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 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 University 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 University (Campus Conduct Code as found in the University 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 (University 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 University 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 University 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 University 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 University, 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, 2013 ASCD, Alexandria).

# Charlotte Danielson's FRAMEWORK FOR TEACHING

<p><b>DOMAIN 1: Planning and Preparation</b></p> <p><b>1a Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>• Content and the structure of the discipline • Prerequisite relationships</li> <li>• Content-related pedagogy</li> </ul> <p><b>1b Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>• Child and adolescent development • Learning process • Special needs</li> <li>• Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage</li> </ul> <p><b>1c Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>• Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners</li> </ul> <p><b>1d Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>• For classroom use • To extend content knowledge and pedagogy • Resources for students</li> </ul> <p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>• Learning activities • Instructional materials and resources</li> <li>• Instructional groups • Lesson and unit structure</li> </ul> <p><b>1f Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes • Criteria and standards</li> <li>• Design of formative assessments • Use for planning</li> </ul>	<p><b>DOMAIN 2: The Classroom Environment</b></p> <p><b>2a Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• Teacher interaction with students, including both words and actions</li> <li>• Student interaction with students, including both words and actions</li> </ul> <p><b>2b Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>• Importance of content and of learning</li> <li>• Expectations for learning and achievement • Student pride in work</li> </ul> <p><b>2c Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Instructional groups • Transitions • Materials and supplies</li> <li>• Performance of classroom routines</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p><b>2d Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>• Expectations • Monitoring student behavior</li> <li>• Response to student misbehavior</li> </ul> <p><b>2e Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul>
<p><b>DOMAIN 4: Professional Responsibilities</b></p> <p><b>4a Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>• Accuracy • Use in future teaching</li> </ul> <p><b>4b Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>• Student completion of assignments • Student progress in learning</li> <li>• Noninstructional records</li> </ul> <p><b>4c Communicating with Families</b></p> <ul style="list-style-type: none"> <li>• Information about the instructional program • Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p><b>4d Participating in a Professional Community</b></p> <ul style="list-style-type: none"> <li>• Relationships with colleagues • Participation in school and district projects</li> <li>• Involvement in culture of professional inquiry • Service to the school</li> </ul> <p><b>4e Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues • Service to the profession</li> </ul> <p><b>4f Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>• Integrity/ethical conduct • Service to students • Advocacy</li> <li>• Decision-making • Compliance with school and district regulation</li> </ul> <p>Copyright 2014 The Danielson Group LLC. All Rights Reserved.</p>	<p><b>DOMAIN 3: Instruction</b></p> <p><b>3a Communicating With Students</b></p> <ul style="list-style-type: none"> <li>• Expectations for learning • Directions for activities</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p><b>3b Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>• Quality of questions/prompts • Discussion techniques</li> <li>• Student participation</li> </ul> <p><b>3c Engaging Students in Learning</b></p> <ul style="list-style-type: none"> <li>• Activities and assignments • Grouping of students</li> <li>• Instructional materials and resources • Structure and pacing</li> </ul> <p><b>3d Using Assessment in Instruction</b></p> <ul style="list-style-type: none"> <li>• Assessment criteria • Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p><b>3e Demonstrating Flexibility and Responsiveness</b></p> <ul style="list-style-type: none"> <li>• Lesson adjustment • Response to students</li> <li>• Persistence</li> </ul>

# *New Jersey Professional Standards for Teachers*

## **NJAC 6A: 9C – 3.3 Effective May 5, 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 realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful 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

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