

Rutgers University
campus at camden

Student Teaching

Handbook

Guidelines and Information for Student Teachers,
Cooperating Teachers, and University Supervisors



Teacher Preparation Program

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THE RUTGERS-CAMDEN TEACHER PREPARATION PROGRAM

The two pillars of the program for teacher preparation are disciplinary knowledge and practical experience. Students who complete the program will have a solid knowledge of their discipline, whether the discipline is a language, a natural science, a social science, mathematics, history, fine or performing arts, or any other area of major concentration. Students who complete the program will also have extensive amounts of guided practice in teaching. In other words, the program seeks to produce students who know *what* they are teaching about and also *how* to teach what they know. The program seeks to develop pre-service teachers who:

- are competent, caring and qualified educators who are confident in their major field of concentration;
- are able to implement "best teaching practices" in their teaching, as these have been identified by educational theorists;
- are proficient readers, writers, listeners, and visualizers, able to model expertise in these fundamental aspects of educational practice;
- are knowledgeable about the impact of technology on education and how to use technology in an effective manner;
- are well grounded in the appreciation of diversity and global cultures;
- have an understanding of the social psychology of teaching, the political concerns that shape educational policies and the economic factors that impact on educational services;
- are seekers of information about enrichment programs for both teachers and students, and are interested in developing proposals for support of innovative curricular initiatives.

Student teaching is the most significant professional laboratory experience in teacher preparation programs. It represents the bridge between professional preparation and professional practice. The major goal of student teaching is to provide an opportunity for the student teacher to make practical applications of knowledge, learning principles, and techniques of teaching. The novice needs the opportunity to experience the pressures of full-time teaching and the rewards that accrue. The student teaching semester is thus both intensive and critical, demanding much patience, understanding, and cooperation among everyone involved. This handbook details the expected roles of the individuals involved in this seminal field experience.

RATIONALE FOR STUDENT TEACHING

Student teaching has long been recognized as one of the most significant components of pre-service teacher education. In his 1963 book, *The Education of American Teachers* (New York: McGraw-Hill), James Conant described student teaching as "the one indisputably essential element in professional education." An effective student teaching experience provides opportunities to synthesize and apply previous learning and experience, develop analytical and problem solving skills, and demonstrate the competence necessary to enter the profession. If student teachers are to become autonomous professionals, cooperating teachers and university supervisors must work together closely, providing the student with frequent, specific feedback on teaching behaviors and guiding the student to thoughtfully analyze the effectiveness of those behaviors based on knowledge of learning and human development. During student teaching the student teacher is expected to weigh alternatives, make reasoned choices, and assess outcomes with the expectation that these experiences will maximize his/her development as a problem solver.

THE STUDENT TEACHING TEAM

The cooperating teacher, the university supervisor, and the student teacher should view themselves as a team, coordinated by the staff of the Teacher Preparation Program. A key word in this human endeavor is *communication*. Most problems occur when there is a breakdown in communication among team members. We encourage all team members, therefore, to keep the lines of communication open and to work together to achieve a successful experience.

The Teacher Candidate (Student Teacher):

The student teacher is placed as a learner with a cooperating teacher in the classroom setting. Students should utilize course work knowledge, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and skills needed to teach. Student teaching may be viewed as a partnership in teaching. An opportunity for experiencing and evaluating various values and beliefs about the profession exists when the student teacher is able to assume the role of a partner and co-teacher with the cooperating teacher.

Supervised teaching is professional teaching in the sense that teacher candidates are expected to behave in a professional manner. They are considered junior members of the staff. They are expected to strive to make a positive impact on students and faculty, to be prompt and dependable, and to demonstrate the qualities of a professional teacher. All activities of the professional semester center on the teacher candidate; energies are primarily focused at helping this individual to become a stronger, contributing member of the school environment.

Each student teacher brings to the experience a unique combination of teaching characteristics and skills. Therefore, the goal of the student teaching experience is to provide the student with maximum opportunity to perform to the degree that personal interest, abilities, and individuality will allow. Normally, students who experience a high degree of involvement in teaching and other school related activities report a very successful student teaching experience.

The Cooperating Teacher:

The cooperating teacher is a highly competent teacher, one who demonstrates expertise in the classroom, is skilled in interpersonal relationships, and is interested in guiding the student teacher. The cooperating teacher has one of the most critical roles in the teacher education process. By assuming the responsibility of guiding a student teacher, the cooperating teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher. The cooperating teacher undertakes very definite responsibilities in the program of educating beginning teachers. Essentially, the cooperating teacher is responsible for showing the student teacher how to put into practice the principles of teaching which have been learned at the University and in pre-student teaching experiences. The cooperating teacher inducts the neophyte into the practical work of teaching in such a manner as to minimize the mistakes beginning teachers are prone to make.

The University Supervisor:

The University Supervisor is a part-time Rutgers-Camden assistant instructor who serves as the liaison between the Teacher Preparation Program and the cooperating teacher to whom the student teacher is assigned. The principal responsibility of the university supervisor is to assist the student teacher in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the student teacher. The university supervisor should be especially alert for any concerns that may develop between the student teacher and cooperating teacher. When difficulties arise, the university supervisor should strive to address the issues at hand in a prompt manner while keeping the Teacher Preparation Program informed of progress.

CRITICAL ASPECTS OF THE STUDENT TEACHING FIELD EXPERIENCE

Guest - Host Relationship

Field experiences such as student teaching are designed to provide teacher preparation students with an opportunity to observe and participate in the professional activities of a teacher. The student teaching experience is a cooperative venture that relies heavily on the cooperation of personnel from education institutions and the college. The student teacher, as a representative of the college, has a responsibility in the development of this cooperative relationship. Being aware that the school environment will place many new demands on the student teacher's behavior is the first step toward cooperation; changing one's behavior, when appropriate, is the second and most important task in the process. The suggestions that follow are intended to help the student teacher develop a good working relationship within the school setting.

The Teacher Preparation Program at Rutgers-Camden works with a significant number of school districts each year. In each instance, student teachers are placed in a particular district because that district has invited prospective teachers to the district and has agreed to work cooperatively with college personnel in a particular segment of the teacher education program. Student teachers and college supervisors who are invited into school districts are always there as guests of the host districts. Each school district with which the university has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectations with regard to teachers and students in teacher education. College representatives (student teachers and college supervisors), as invited guests of each district, are requested to familiarize themselves with all regulations and functions within the guidelines of each individual district. A teacher preparation student enrolling in a student teaching experience should understand that he/she is in that school district as a guest of that district. Further, the acceptance of such an assignment by the student teacher indicates; (1) an understanding of this guest/host relationship; and (2) an understanding that student teachers are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular district in which the student has been assigned.

Professional Values and Behavior

The prevailing values of public school personnel often conflict with the current lifestyles and ideas of students in teacher education. In a sense, college students may be sheltered from the school's value system, and the students may enter the classroom unaware that their ideas, values, and habits may be in contrast to the local school district and/or community environment. They may not be aware that many of their beliefs and actions are contrary to the operating style of a school. A preference for certain styles of appearance and dress, for example, which is acceptable on campus, may be unacceptable in the public school. Lifestyles of the college environment may be contrary to those in the public school system. Differences of opinions may range from trivial to relevant social issues including: hairstyles, skirt length, clothing worn, civil rights, morality, government, personal relationships with pupils, etc. The mature student teacher relates to pupils and teachers in a professional and adult manner. Mannerisms, vocabulary, conversational style, and thoughtful behavior reflect the professionalism of the student teacher.

The difference between the accepted patterns of professional dress in the public schools and the prevailing pattern on the campus may create a breach that is difficult to reconcile. An administrator, supervisor, or a public school teacher will be concerned about the appearance of a student when it seems to interfere with pupil learning. Appearance problems in the past involved hairstyles and types of clothing worn, but grooming and hygiene may also be an occasional concern. The student should avoid dress that may be considered too casual (for example, blue jeans). Appearance can serve as an aid to the student in reflecting a professional image. Young students are as receptive to good grooming and

professional dress as adults are. The first impression made is as important in the student teaching experience as it is in other social situations. A sense of being well groomed adds to self-confidence and contributes directly to self-respect. Maintaining satisfactory standards of dress does not involve a costly wardrobe. With regard to personal appearance, three basic things should be kept in mind: (1) cleanliness, (2) the right choice of clothes, and (3) keeping your clothes in order.

Confidentiality

Student teachers are involved in a privileged situation in which they are exposed to a variety of confidential information. Materials, student records, school and classroom problems, and teacher lounge talk may be of a confidential nature. Public exposure to confidential information is detrimental to the rapport that has been established through Rutgers' Teacher Preparation Program and, in most circumstances, is considered a breach in professional ethics.

Parents and pupils have rights that help regulate the type and amount of testing, taping, and interviewing in which pupils may participate. Any testing, taping, or interviewing of pupils associated with the student teaching setting must be approved by the college supervisor and the cooperating teacher.

Legal Responsibilities of the Classroom/Student Teacher

Some student teachers have inquired about their legal responsibilities on school property. The building administrator/or representative will prove to be a valuable resource in this area.

GUIDELINES FOR THE STUDENT TEACHER

The purpose of student teaching is to permit the student to assume gradual responsibility for the teaching of a full day in the classroom while under the supervision of a classroom teacher and a university supervisor. In many ways, student teaching is the most valuable experience that one will have during licensure preparation.

During this semester, students will be able to apply what they have previously learned in actual teaching situations. Students will be able to:

- test a variety of teaching strategies
- observe actual student learning
- gain a greater understanding of your own style of relating
- observe the ways in which group dynamics function
- understand better how individual students think and feel
- observe the ways that education is influenced by external factors including socio-economic status, politics, and bureaucracies
- implement and test a variety of strategies for integrating technology into the classroom

Student teaching is a full-time one-term experience. With the exception of the related course, Student Teaching Seminar, no other courses should be taken during the student teaching semester. A significant amount of time will be needed to plan and prepare lessons and materials. Therefore, the TPP discourages students from holding part-time weekend and evening jobs or engaging in outside activities that can minimize the high priority that will surely need to be given to the student teaching experience.

RESPONSIBILITIES

A. Before Student Teaching Begins

Before the student teaching semester actually begins, students should do the following:

1. Read this handbook thoroughly
2. Make an appointment to meet with the cooperating teacher and principal
3. Become familiar with:
 - the school system's calendar
(*You must follow the **school** schedule, **not** the University schedule, while student teaching. This includes holidays and vacations as well as sign in/sign out procedures.*)
 - the cooperating teacher's daily schedule, including arrival and departure times
 - the instructional materials that you will be using during student teaching
 - the policies that the cooperating teacher will want you to follow in relation to classroom procedures and the preparation of lesson plans
 - the school's administrative structure
 - the school district and school policy handbook
 - the physical layout of the school site
 - expectations for extracurricular activities
 - the community

B. Teaching Schedule

The TPP strongly recommends that students move gradually into the student teaching experience. Begin slowly and surely – do not overextend yourself at the outset. It is suggested that students formulate a schedule for the semester *in consultation with the cooperating teacher and the university supervisor* during the first days of student teaching. The following schedule is provided as guide. Teams should adapt it as necessary based on the unique features and demands of the specific assigned placement. Overall, the TPP expects that students will **not** be teaching until Week 2 but will be carrying a full teaching load by the 9th or 10th week.

Suggested Duties/Activities for a Student Teacher in ONE 14-week placement*

** Student teachers seeking dual certification or art or music certification (K-12) through a 7 week split assignment must compress the 14-week schedule into a 7-week time frame for the first field experience, and repeat the schedule for the second field experience.*

Week 1

- Observe the teaching of your cooperating teacher and, if possible, of other teachers. Learn about the school's philosophy and routine.
- Become acquainted with the students whom you will be teaching. Be certain to learn their names.
- Learn about school procedures for:
 - Taking attendance
 - Grading
 - Using the school library/media center
 - Technology/Internet use policy
 - Arranging for A-V and duplicating equipment and computer use
 - Handling discipline problems
 - Supervising fire drills
- Assume responsibility for any routine matters that your cooperating teacher assigns to you.
- Complete the **Contact Information form** and send copies to your university supervisor and the Teacher Preparation Program Office. *It is very important that all data on this form are complete and accurate. Please be legible in preparing this form.*
- Begin to prepare unit and lesson plans that you will be using. Lessons should be taught only with the aid of lesson plans that have been approved by your cooperating teacher two days to one week before the teaching of a class.

Week 2

- Continue to observe
- Assume the teaching of one class (e.g. an elementary class reading group or math class or one secondary level class).
- Assist the cooperating teacher.
- Learn about students and materials.
- Review lesson plans, teaching techniques, evaluation methods, and classroom management with your cooperating teacher.
- Begin to assume additional professional duties of your cooperating teacher (to the degree permitted by law and the school system)
 - Taking attendance
 - Hallway, cafeteria, playground, bus and detention duties
 - Extra help sessions and extracurricular activities
 - Faculty and PTO meetings, parent conferences

Weeks 3-5

K-5 Candidates: Teach two subjects on a regular basis (e.g. an elementary class reading group and a social studies class and begin to pick up a third subject by Week 5. Continue to observe other classes.

K-12 Candidates: Teach two class sections involving different preparations [i.e. algebra and geometry sections]) or three class sections involving the same preparation. Continue to observe other classes.

Weeks 6-8

K-5 Candidates: Gradually assume fourth class or subject.

K-12 Candidates: You should have at least two, but no more than three preparations by now. You should be teaching four classes, if possible, by the end of Week 8.

*(**Secondary level students please note:** At no time are you to have more than three different preparations. You will teach more than one section of any particular course, but you are limited to three different preparations.)*

Weeks 9-14

Teach the equivalent of a full day or a full teaching load.

NOTE: While the University believes that it is important for students to have the experience of being alone in the classroom, this does not preclude student teachers and cooperating teachers from working together on joint programs such as team-teaching and small groups and individualized instruction. **Local district policy determines whether student teachers can be left completely alone in the classroom (under the principle of “long arm supervision”).**

C. Documenting Clock Hours

Students must keep a record of how they spend their time in the classroom. This log should demonstrate that, by the end of student teaching, the student has completed the **minimum of 150 hours** divided into **at least 60 clock hours of observation and 90 hours of actual instruction**. The student teaching experience may have to be extended if sufficient hours have not been accumulated.

Instructional time is defined as those hours when a student teacher is responsible for the education and well being of students. It may include the following activities:

- Teaching classes
- Working with small groups and individuals
- Participating in conferences and school activities during and after school
- Sharing responsibility for playground, hall, bus, cafeteria and detention duties
- Helping students after school
- Planning for lessons during school hours
- Evaluating student work/performance

D. Absences

Students are permitted **THREE** days of excused absence because of illness, extreme emergency, and/or job interviews. The following procedures must always be followed:

1. Students must notify the cooperating teacher, university supervisor, and the TPP Office (856-225-2351) of any absence as soon as possible—certainly before the beginning of the school day.
2. In cases of absence for **reasons other than ill health**, students must notify the Teacher Preparation Program (856-225-2351), the university supervisor, and the cooperating teacher in advance. If the absence will extend beyond one day, please be sure to inform all parties of the date you will return to class.
3. You must also notify all parties if your school is unexpectedly closed – for weather, building problems, etc.
4. In cases where your absences exceed the given limit, or where you have been frequently tardy, you may have to extend the time for student teaching.
5. Failure to adhere to the aforementioned guidelines will result in your being removed from the student teaching assignment with a grade of “F” at the discretion of the TPP Director.

E. Early Termination of Student Teaching

In rare instances, the student teaching experience may be cancelled by the student or terminated at the request of the cooperating teacher or host school, the university supervisor, the student, and/or the director of the Teacher Preparation Program. Should it become necessary for a student to withdraw from student teaching, reinstatement will generally not be possible sooner than the THIRD semester following the semester of withdrawal. For example, a student who is withdrawn from student teaching during Fall 2009 because of poor performance would not be permitted to attempt student teaching again until Spring 2011. In the interim, such a student teacher would likely require individual remediation, in which case successful remediation must be demonstrated before a second attempt at student teaching could be granted. In cases involving illness or family emergency, the student MIGHT be permitted to re-enroll during the next semester, if a placement could be secured. Students cannot be re-placed in a new, second school during the original student teaching semester. If the decision is made for withdrawal, then re-placement will always be in a subsequent semester. **The final decision with regard to re-placement is made on a case-by-case basis by the director of the program in consultation with the supervising dean.**

No student will be permitted more than two attempts at student teaching.

Because the field experience (964:487) and seminar (964:492) are mutually reinforcing, withdrawal from the field experience must be accomplished simultaneously by a withdrawal from the seminar. It is the student's responsibility to withdraw formally from the courses, lest a grade of incomplete become an "F." Information about the withdrawal process should be obtained from the Registrar's Office.

F. Additional Thoughts

1. Inform your university supervisor of any changes in your schedule.
2. Should there be a teacher's strike or job action of any sort at your school, please call the Director of the Teacher Preparation Program for instruction.
3. **DO NOT serve as a substitute teacher during your teaching internship.** If your cooperating teacher is absent, the district needs to provide a qualified substitute teacher in his or her absence. It is inappropriate for you, a student teacher, to be paid as a substitute in your student teaching position. Should you experience a problem related to this issue, please contact the TPP Office *as soon as possible* (856-225-2351).
4. If, at any time, you feel that you are being asked to attend to duties that are not properly within the realm of "professional teaching-related activities," please contact your University Supervisor or the TPP for advice. While you are a guest in the host school/district, there are limits to appropriate duties you can be expected to perform.

GUIDELINES FOR THE COOPERATING TEACHER

During the orientation phase of student teaching, the cooperating teacher acclimates the student to the school environment. He/She helps the student feel at ease and accepted by the class, and encourages the student teacher to observe classroom management techniques and key teacher and student behaviors. During this period, he/she can explain the philosophy of the school, department, and program. The student teacher and cooperating teacher may also discuss and plan work responsibilities the student teacher can anticipate during the experience.

The induction phase prepares the student teacher and pupils for greater participation in class activities. During this stage the cooperating teacher provides opportunities for the student teacher to assist in routine classroom management activities and to supervise the work of individual students and small groups of learners. The student teacher may be asked during this time to assume some actual teaching duties on a limited basis, e.g., small group instruction or presentation of a single lesson. It should be remembered that the student teacher is entering a classroom situation in which many important decisions about curriculum, school and classroom management, and so forth, may have already been made. It is important for the cooperating teacher to discuss with the student teacher why particular choices were made and others rejected so that the student teacher will better understand the motives and rationales underlying particular choices. Without this understanding of the "history" of the classroom and school, the student teacher will have more difficulty making these decisions in the future, when the school and classroom environment may be very different.

In the final phase of the student teaching experience, independent teaching, the cooperating teacher assigns responsibility to the student teacher for regular teaching duties on a gradual but scheduled basis. During this stage, the student teacher should assume teaching responsibility for entire lessons and units of work as the lead or primary classroom teacher. The student teacher should work with the cooperating teacher to plan lessons that meet curriculum goals and pupil needs. It is especially important during the independent teaching phase that the cooperating teacher give the student teacher feedback on planning skills and actual classroom performance.

RESPONSIBILITIES

A. Orientation

Through proper orientation, the first days of the student teaching experience provide an important time to dispel some of the anxieties that the student teacher may possess. The cooperating teacher should:

1. Prepare his/her classes for the arrival of the student teacher.
2. Acquaint the student teacher with the layout of the school and school routines such as:
 - where to park
 - expected arrival and departure times
 - where to sign in and out, if it is a school requirement
 - what is expected during the lunch period
 - fire-drill and emergency procedures
 - bus/hall duty schedules
 - faculty meeting schedules
 - school supplies
 - duplicating materials and procedures
 - guidance and consultant services
 - health facilities
 - library, audio-visual, computer technology, etc.
3. Provide the student teacher with a faculty handbook and curriculum guide, if available.

4. Introduce the student teacher to other staff and faculty.
5. Establish a mutually agreed upon time for daily conferencing/planning.
(If this is left to chance, both parties may become frustrated, and communication will surely break down.)
6. Explain the classroom management plan including:
 - routines, attendance procedures, etc.
 - seating arrangements and other organizational plans
 - student incentives
 - rules and consequences
 - general school forms
 - hall passes
 - other standard forms or procedures
7. Provide the student teacher with a student handbook.
8. Explain how the student teacher should contact you and the school if he/she must be absent.
9. Review procedures for communicating with parents and school personnel.

B. Instructional Guidance

In serving as a role model for the student teacher as he/she develops successful teaching techniques and a true understanding of the teaching-learning process, it is requested that the cooperating teacher:

1. Provide a desk or work place and necessary instructional materials. If available, the student teacher should be provided with copies of textbooks and curriculum guides.
2. Share and discuss your lesson plans, and the reasons for your choice of methods, materials and activities.
3. Explain goals and objectives in relation to scope and sequence.
4. Model effective teaching techniques, including how to provide for individual student differences.
5. Develop with the student teacher, within the first few days of the student teaching experience, a calendar/time line *for the duration of the placement (7 or 14 weeks)* during which the student teacher will gradually assume full responsibility for the classroom.

Early planning is essential to provide the required 90 hours of actual teaching time and 60 hours of observation time for the student teacher. If you are serving as a cooperating teacher for 7 weeks, the hours would be 45 and 30, respectively. Please refer to section C. "Documenting Clock Hours" on page 8.

6. Assist the student teacher in developing his/her initial lesson plans, giving specific help in the selection of:
 - objectives which reflect the New Jersey Core Curriculum Standards
 - instructional materials
 - teaching techniques

Initial planning should include input from both student teacher and cooperating teacher. This should then move toward independent development of plans by the student teacher. The cooperating teacher should specify lesson plan due dates and submission procedures. All lesson plans are to be approved by the cooperating teacher before the lesson is taught.

7. Demonstrate how to assess student performance and how to document and maintain records of student progress. Grade book—hard copy and/or electronic-- and grading procedures, notification procedures for failing students, diagnostic testing and placement procedures, and general documentation procedures should be specifically explained.
8. Permit your student teacher to work with you in:
 - Organizing and preparing instructional materials
 - Evaluating student work
 - Deciding upon a schedule for the gradual assumption of teaching responsibilities
 - Specifying units or work to be taught by him/her within a given time frame
 - Specifying lesson plan due dates. All lessons require plans that have to be submitted prior to actual teaching.
9. Permit your student teacher to assist in routine activities such as:
 - Checking attendance
 - Distributing and collecting materials
 - Supervising during fire drills
 - Conducting homeroom activities (for secondary level students)
10. Enable your student teacher to assume additional professional responsibilities to the extent that the law and your school district permit:
 - Hallway, cafeteria, playground and detention duties
 - Extra help sessions and extracurricular activities
 - Faculty and PTO meetings
 - Parent conferences
11. **Please do not leave the student teacher alone in the classroom until he/she is prepared to be alone. Please check with your administrators re your school's/district's policy regarding "long arm" supervision. Some districts permit cooperating teachers to be near and "on call"; others require in-room presence at all times.**

C. Professional Development

1. Arrange observation opportunities for the student teacher in other classes/grade levels.
2. Involve the student teacher in other teaching-related experiences such as:
 - parent conferences
 - child-study and IEP/504 meetings
 - faculty and Board of Education meetings
 - staff development activities
 - back-to-school night
 - extracurricular activities

3. If possible, arrange for an administrative observation and evaluation of the student teacher, using the school's standard evaluation form. This would be in addition to the four Rutgers – Camden online classroom observations which you are required submit.
5. Provide guidance and assistance in the development of the student teacher's Teaching Portfolio, according to criteria and standards established in the Seminar course.
6. Continue to set a professional example toward students, school, district, and community.

D. Evaluation

Evaluation should be continuous and ongoing throughout the student teaching experience to provide the opportunity for the student teacher to experience exploration, trial and error, and the discovery of an effective and personalized teaching style. The cooperating teacher should:

1. Provide continuous informal assessment through:
 - observations
 - daily exchange of teaching ideas and suggestions
 - written comments on lesson plans
 - brief conferences during the daily scheduled time.
2. Provide constructive feedback along with suggestions on ways to monitor and adjust teaching techniques before and after each lesson in the early stages of the experience.
3. In supervising your student teacher, we kindly ask that you:
 - **Assist him/her in preparing successful lessons, by discussing:**
 - How you would like him/her to prepare unit and lesson plans
 - Selection of appropriate materials (including audio, visual, and computer-based technology)
 - The form and content of his/her lesson plans prior to the actual lesson
 - Effective teaching techniques
 - His/her observations of a lesson already taught, emphasizing his/her perceptions of personal strengths and weaknesses
 - The **FOUR (4) electronic evaluation reports** that you send directly to the Teacher Preparation Program office. Seven-week cooperating teachers complete only TWO of the four observations. Cooperating teachers serving during the second 7-week period would complete observation sets 3 and 4, not 1 and 2. The University Field Supervisor will discuss and direct you in the use of the web-based completion of observation/evaluation forms.
 - **Address the following issues/topics as they arise:**
 - The behaviors of individual children in the classroom
 - The behavior dynamics within groups
 - The special needs of individual children
 - How to motivate individuals/groups within the class
 - Effective classroom management
 - Organizational skills
 - How to relate to parents and colleagues

E. Formal Evaluation Procedure

1. Kindly complete student teacher evaluation forms *according to the schedule included in your cooperating teacher packet*. **It is critical that all evaluation forms be received electronically by the office of the Teacher Preparation Program in a timely fashion.**

Outstanding forms will mean *delays in state licensure for student teachers* as well as *delays in the processing of individual cooperating teacher payments*.

- After completing evaluation forms, please discuss them with the student teacher.
 - If your principal or supervisor formally evaluates the student teacher, please discuss this evaluation with the student also. Such an evaluation should be prepared according to your school or district-wide observation instrument.
 - Continue your daily evaluation sessions with the student teacher even after formal ratings have been mailed.
2. Please sign the **Certificate of Student Teaching**, page 26 in the Student Teaching Handbook, on the last day of the student teacher's placement and allow the student teacher to submit it to the Teacher Preparation Program on your behalf. Additionally, the student will be provided with a copy.
 3. When a university supervisor visits your school, please consult with him/her and share your evaluation of the student teacher. Be candid in your assessment of the student teacher's strengths and weaknesses.
 4. Upon the last visit of the University Supervisor, please complete the "Student Teaching Summative Evaluation Form". Discuss the grade recommendation with the University Supervisor and be certain to hand him/her your completed form.

F. **Additional Thoughts**

1. If you have a question or a problem, please contact the university supervisor or Dr. Sara M. Becker, Director of the Teacher Preparation Program (856-225-2351).
2. Please return your payment voucher by the specified deadline. (October 15 for the Fall Semester; February 15 for the Spring Semester)
3. Pending receipt of all required observation/evaluation forms and the payment voucher, you will receive your stipend (\$125 for 14 weeks; \$62.50 for a shared placement or a 7-week placement) and professional development hours certificate (15 hours for 14 weeks; 7.5 hours for 7 weeks). The turn-around time for processing of vouchers is usually 6-8 weeks following the end of the student teaching semester.

GUIDELINES FOR THE UNIVERSITY SUPERVISOR

The University Supervisor is the coordinating link between Rutgers-Camden Teacher Preparation Program and the cooperating schools and teachers. This investment in the training of student teachers is vital to their professional development. He/She provides students with the benefit of a second set of observations of their classroom performance. Furthermore, since the visits will be scheduled every other week, the Supervisor has the advantage of distance that allows him/her and the student to more perceptively gauge change over time.

RESPONSIBILITIES

A. **Before Student Teaching Begins**

He/She will meet with the student teacher(s) during the pre-student teaching workshop period to share expectations and operating procedures.

- What specifically the Supervisor will be looking for when during observations
- Whether the visits will be scheduled or unannounced
- How both parties can keep in touch (telephone, e-mail, etc.)
- Driving directions to the cooperating school
- The Contact Information Sheet (which the student teacher must provide by the end of the first week of student teaching)
- Aspects of importance to the role of supervisor

B. **Classroom Observations**

According to the New Jersey State Department of Education, the university supervisor must visit each student teacher **once every other week** during the student teaching semester. This rule ensures ample opportunity to observe the growth of each student teacher and to provide regular feedback to him/her on a regular schedule.

When visiting student teachers in the field, it is asked that Supervisors:

- Notify the principal's office of their arrival and meet with the principal when possible.
- Begin visits to the school and cooperating teachers during the pre-student teaching workshop week (a.k.a. Week "0"). During the initial visit, the cooperating teacher packet is delivered and, if possible, a brief visit is made with the cooperating teacher.
- **When first arriving for an observation, Supervisors:**
 - * Read the lesson plans for the class to be observed
 - * Check the student's schedule and estimate the ratio of observation time to teaching time to provide guidance if necessary (*By the end of student teaching, each student teacher must have completed the recommended minimum of 150 hours divided into at least 60 clock hours of observation and 90 hours of actual instruction.*)
 - * Ask to see all unit plans, lesson plans, instructional materials, or tests that the student has prepared since the last visit.
- **After devoting at least one full period to an observation each visit, Supervisors also:**
 - Discuss observations with the student teacher immediately after the observation out of earshot of students and persons other than the cooperating teacher.
 - If the cooperating teacher has also observed the lesson, please include him/her in the follow-up discussion if at all possible. If the cooperating teacher is not immediately available, please be sure to briefly engage him/her in a conversation about the observation before leaving the school.
 - Speak with the cooperating teacher about the overall progress of the student teacher.

- Complete and submit electronically the required observation form to the Teacher Preparation Program Office.
- Contact the Director of the Teacher Preparation Program immediately if problems arise.

Upon the last visit to the school, Supervisors discuss grading with the cooperating teacher(s) and collect the “Cooperating Teacher’s Summative Evaluation of the Student Teacher” form. Supervisors also complete a summative form and route both copies to the TPP.

GRADING SYSTEM

Throughout the student teaching semester, evaluations of student teachers are made by at least two individuals: the cooperating teacher and the university supervisor. The grade for student teaching, therefore, should reflect the evaluation of both supervisors. However, the final responsibility for the grade in student teaching rests with the university supervisor as the “teacher of record” for his/her assigned student teachers.

The grade given for student teaching is not cumulative. It is not an average score for the semester. Rather, it is based upon the performance level reached by the student teacher at the conclusion of the practice teaching semester. The **grade equivalents** for student teaching are:

A DISTINGUISHED

The student consistently demonstrates outstanding performance in student teaching competencies or has attained outstanding performance.

B+/B GOOD

The student demonstrates above average student teaching performance competencies.

C+/C SATISFACTORY

The student demonstrates satisfactory student teaching performance competencies.

D POOR

The student demonstrates a lack of student teaching performance in some key teaching competencies.

F FAILED

All student teaching evaluation reports are kept on file in the office of the Teacher Preparation Program.

Rutgers University Teacher Preparation Program Lesson Plan Format

The lesson plan format that follows is the suggested format used by the Teacher Preparation Program. The TPP recognizes, however, that there are many other designs and variations of acceptable, appropriate lesson plan formats. These can vary based on subject area, type of lesson, and/or state, district, school, or teacher preference.

Lesson Date and time:
Room number:

of Students:
Teacher's name:

Unit Goals: What key knowledge and skills will the students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill? What over-arching questions will be answered?

Standards addressed: List the standards – use NJCCCS and write out the entire indicator.

What is the lesson objective? What will the students learn and / or demonstrate during and after this lesson? Be sure to use action, measurable verbs.

Assessment/Rubrics: How will you assess the students' understanding of concepts, strategies, and skills? What will you do to know that the objectives of the lesson and the larger unit were met?

Materials Needed: List all materials – charts, books, pencils, paper, etc. Be complete!

Technology: What type of technology did you or the students use for this lesson?

Teaching / Instructional Process:

Anticipatory Set: The “Hook” – How will you excite the students about the subject matter?

Process: This is the roadmap to your lesson. Write out everything you are going to do. This is the longest part and should be a step by step instruction manual of the lesson.

Direct Instruction: What information will the teacher disseminate?

Indirect Instruction: How will the students be involved in their learning?

Differentiated Instruction: What modifications do you need to make in order for all learners to succeed with this lesson?

Closure: Statements or actions that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion and frustration, and to reinforce major points to be learned. The closure should reiterate the above stated objectives and should fit appropriately into the unit.

Independent Practice: This can be a question or problem for students to ponder on their own or in small groups or pairs. The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings.

LICENSURE

Students will receive all materials and directions relevant to the application for certification at the last session of Student Teaching Seminar. An abridged, edited version of the New Jersey State Department of Education's publication, *An Educator's Guide (School Year 2005-2006)*, is included in Appendix D of this handbook. Please refer to it for additional information on teacher certification in New Jersey.

LIABILITY COVERAGE FOR STUDENT TEACHERS

N.J.S.A. 18A:16-6 Indemnity of officers and employees against action, proceeding; exceptions.

18A:16-6. Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; provided that

a. no employee shall be entitled to be held harmless or have his defense costs defrayed in a disciplinary proceeding instituted against him by the board or when the employee is appealing an action taken by the board; and

b. indemnification for exemplary or punitive damages shall not be mandated and shall be governed by the standards and procedures set forth in N.J.S.59:10-4.

Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

Amended 1977, c.216; 2001, c.178, s.2.

18A:16-6.1 Indemnity of officers and employees in certain criminal, quasi-criminal actions.

18A:16-6.1. Should any criminal or quasi-criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals. No employee shall be entitled to be held harmless or have his defense costs defrayed as a result of a criminal or quasi-criminal complaint filed against the employee by or on behalf of the board of education.

Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

Amended 2001, c.178, s.3.

APPENDIX A

New Jersey Professional Standards for Teachers (NJPST)

Source: <http://www.nj.gov/education/code/current/title6a/chap9.pdf>, effective 01/05/09, Pp. 16-35.
N.J.A.C.6A:9-3.3

NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS

1. **Subject Matter Knowledge:** Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.
 - a. **Knowledge –Teachers know and understand:**
 - 1.1 In-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
 - 1.2 The evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
 - 1.3 That literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking and viewing; and
 - 1.4 Concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.
 - b. **Dispositions - Teachers value and are committed to:**
 - 1.5 Appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower; and
 - 1.6 Enthusiasm for the discipline(s) they teach and in making connections to every day life.
 - c. **Performances - Teachers engage in activities to:**
 - 1.7 Promote the development of critical and creative thinking, problem-solving and decision-making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
 - 1.8 Make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding; and
 - 1.9 Evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

2. **Human Growth and Development:** Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.
 - a. **Knowledge –Teachers know and understand:**
 - 2.1 How students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
 - 2.2 How student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values; and
 - 2.3 How to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.
 - b. **Dispositions - Teachers value and are committed to:**
 - 2.4 The educability of all children and adolescents;
 - 2.5 The belief that all children and adolescents bring talents and strengths to learning;
 - 2.6 Appreciation for multiple ways of knowing;
 - 2.7 The diverse talents of all students and to helping them develop self-confidence and subject matter competence; and
 - 2.8 The belief that all children and adolescents can learn at high levels and achieve success.
 - c. **Performances - Teachers apply:**
 - 2.9 Learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels.

3. **Diverse Learners:** Teachers shall understand the practice of culturally responsive teaching.
 - a. **Knowledge –Teachers know and understand:**
 - 3.1 How a person’s world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
 - 3.2 The supports for and barriers to culturally responsive teaching in school environments;
 - 3.3 The process of second language acquisition and strategies to support the learning of students whose first language is not English; and
 - 3.4 The negative impact of bias, prejudice, and discrimination on students and society.
 - b. **Dispositions - Teachers value and are committed to:**
 - 3.5 Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group; and
 - 3.6 The diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.
 - c. **Performances - Teachers engage in activities to:**
 - 3.7 Create a learning community in which individual differences are respected;
 - 3.8 Learn about the diverse students they teach, and the students’ families and communities;
 - 3.9 Use strategies to support the learning of students whose first language is not English; and
 - 3.10 Use knowledge of students and their lives to design and carry out instruction that builds on students’ strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

4. **Instructional Planning and Strategies:** Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.
 - a. **Knowledge –Teachers know and understand:**
 - 4.1 How to plan instruction based on students’ needs, developmental progress and prior knowledge;
 - 4.2 Available and appropriate resources and materials for instructional planning;
 - 4.3 Techniques for modifying instructional methods, materials and the environment to help all students learn; and
 - 4.4 A variety of instructional approaches and the use of various technologies, to promote thinking and understanding.
 - b. **Dispositions - Teachers value and are committed to:**
 - 4.5 The development of students’ critical thinking, independent problem-solving and performance capabilities.
 - c. **Performances - Teachers engage in activities to:**
 - 4.6 Identify and design instruction appropriate to students’ stage of development, learning styles, strengths and needs;
 - 4.7 Plan instruction based on knowledge of classroom, school and community culture;
 - 4.8 Evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;
 - 4.9 Identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
 - 4.10 Plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
 - 4.11 Use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practice; and
 - 4.12 Create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

5. **Assessment:** Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
 - a. **Knowledge –Teachers know and understand:**
 - 5.1 The characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development; and
 - 5.2 Measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.
 - b. **Dispositions - Teachers value and are committed to:**
 - 5.3 The belief that students' strengths are the basis for growth and their errors are opportunities for learning.
 - c. **Performances - Teachers engage in activities to:**
 - 5.4 Analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
 - 5.5 Provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
 - 5.6 Accurately document and report assessment data and ongoing student data to parents and professional staff; and
 - 5.7 Enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

6. **Learning Environment:** Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
 - a. **Knowledge –Teachers know and understand:**
 - 6.1 The principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
 - 6.2 How the classroom environment influences learning and promotes positive behavior for all students; and
 - 6.3 How classroom participation supports student commitment.
 - b. **Dispositions - Teachers value and are committed to:**
 - 6.4 The role of students in promoting each other's learning and recognize the importance of peer relationships in creating a climate of learning;
 - 6.5 Taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole; and
 - 6.6 The expression and use of democratic values in the classroom.
 - c. **Performances - Teachers engage in activities to:**
 - 6.7 Maintain a learning community in which students assume responsibility for themselves and one another, participate in decision-making and work collaboratively and independently;
 - 6.8 Create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
 - 6.9 Create a positive classroom climate which is socially, emotionally and physically safe;
 - 6.10 Establish and maintain appropriate standards of behavior;
 - 6.11 Use instructional time effectively; and
 - 6.12 Prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

7. **Special Needs:** Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.
 - a. **Knowledge –Teachers know and understand:**
 - 7.1 How to access information regarding applicable laws, rules, regulations and procedural safeguards regarding planning and implementing the individual education program; and
 - 7.2 Available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

APPENDIX B
Rutgers-Camden Teacher Preparation Program Forms

Contact Information Form25

Certificate of Student Teaching (Hours Form)26

Cooperating Teacher Payment Voucher27

*Student Teaching Classroom Observation Form28

***Please note:** The Student Teaching Classroom Observation Form is provided in hard copy for reference only. All Student Teaching Classroom Observation Forms need to be completed and submitted electronically using the website address provided by the University Field Supervisor.

****** All of these forms can be accessed via the Rutgers Camden Teacher Preparation Program website at: http://www.camden.rutgers.edu/dept-pages/education_ugrad/forms_links.htm



CONTACT INFORMATION

Student Teacher: _____

Home Address: _____

Cooperating Teacher: _____

Cooperating Teacher's email: _____

School: _____ School Phone: _____

Principal: _____

University Supervisor: _____

STUDENT TEACHING SCHEDULE

Please note each class or activity according to time and room number. Be sure to indicate where you will be every period of the school day. If necessary, please attach an additional sheet if your schedule cannot be described accurately below.

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Date to Begin
1							
2							
3							
4							
5							
6							
7							
8							



CERTIFICATE OF STUDENT TEACHING

Date: _____

Mr.
Ms. _____ has completed a program of student
(student teacher's name)

teaching at _____ in _____
(school)

_____ School District.

The student teaching experience was in _____
(teaching field)

with particular emphasis on _____.
(grade level(s), courses taught)

The student teacher completed _____ clock hours of classroom teaching (A minimum of 90 is required).

The student teacher completed _____ clock hours of non-instructional activities including observations (A minimum of 60 is required).

Signature of Cooperating Teacher #1

Signature of Cooperating Teacher #2 (if applicable)

CERTIFICATION CANNOT BE PROCESSED WITHOUT THIS FORM!



COOPERATING TEACHER PAYMENT VOUCHER

Please complete and return directly to the
Teacher Preparation Program
311 North 5th Street, Armitage B-34 * Camden, New Jersey 08102
or fax to us at 856-225-6617

Name of Student Teacher: _____

Please PRINT legibly

Full Name of Cooperating Teacher(s)	Social Security Number(s)	Home mailing address(es) for check

It is essential that this information be provided so that you will receive the appropriate payment.
A SSN is required for Rutgers to process your check.

Prompt return of this form will enable us to process the payment voucher. Checks will be mailed only after all evaluations sheets and the certificate of student teaching forms have been submitted to us. Please allow up to 8 weeks after the close of the semester for receipt.

DEADLINES FOR RECEIPT OF THIS FORM:

October 15 (FOR ALL FALL STUDENT TEACHERS)

February 15 (FOR ALL SPRING STUDENT TEACHERS)

Teacher Preparation Program

Camden College of Arts and Sciences • Armitage Hall B-34 • 311 North 5th Street
Rutgers, The State University of New Jersey • Camden • New Jersey 08102-1405 • 856/225-6051 • FAX: 856/225-6617

Student Teaching Classroom Observation Form

Student Teacher:
Field/Grade Level:
School:
Observer:
Unit Topic:

Date:
Cooperating Teacher:
District:
Observation #:
Lesson / Subject Topic:

Observer: Please use the following scale to rate the student teacher in each of the following competencies.

4= Accomplished: consistent and self-directed, creative and resourceful

3= Satisfactory: developing consistency and independence

NA= Competency is not applicable to this observed lesson.

2= Needs Improvement: sporadically competent; requires close guidance and assistance

1=Unacceptable: unsuccessful, demonstrates little or no competence

PEDAGOGICAL KNOWLEDGE

Rating (circle)

Comments

- | | | | | | |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | 1. Developed a comprehensive lesson plan |
| 4 | 3 | 2 | 1 | NA | 2. Showed creativity in designing the lesson and selecting materials |
| 4 | 3 | 2 | 1 | NA | 3. Had clear, appropriately written objectives and shared them with students |
| 4 | 3 | 2 | 1 | NA | 4. Instruction and assessment were linked to objectives |
| 4 | 3 | 2 | 1 | NA | 5. Created lesson plans designed to activate prior knowledge and promote critical thinking |
| 4 | 3 | 2 | 1 | NA | 6. Linked new ideas to prior knowledge |
| 4 | 3 | 2 | 1 | NA | 7. Created instruction that accommodated different learning styles, needs and abilities |
| 4 | 3 | 2 | 1 | NA | 8. Used developmentally appropriate materials |
| 4 | 3 | 2 | 1 | NA | 9. Made directions and expectations clear |
| 4 | 3 | 2 | 1 | NA | 10. Modeled at appropriate level and gave examples for different learning styles |
| 4 | 3 | 2 | 1 | NA | 11. Implemented activities that nurture critical thinking and problem solving skills |
| 4 | 3 | 2 | 1 | NA | 12. Understood and implemented New Jersey Core Curriculum Content Standards |
| 4 | 3 | 2 | 1 | NA | 13. Varied class activities to provide appropriate practice |
| 4 | 3 | 2 | 1 | NA | 14. Monitored and adjusted strategies in response to learner feedback |
| 4 | 3 | 2 | 1 | NA | 15. Followed a logical sequence in planning and instruction |
| 4 | 3 | 2 | 1 | NA | 16. Paced lesson appropriately |
| 4 | 3 | 2 | 1 | NA | 17. Used a wide variety of questioning strategies to ensure student understanding |
| 4 | 3 | 2 | 1 | NA | 18. Understood and used closure during the lesson |
| 4 | 3 | 2 | 1 | NA | 19. Used clear and effective, oral, written, and other forms of communication |
| 4 | 3 | 2 | 1 | NA | 20. Effectively facilitated discussion by engaging the entire class |
| 4 | 3 | 2 | 1 | NA | 21. Used appropriate assessment to evaluate stated objectives |
| 4 | 3 | 2 | 1 | NA | 22. Used multiple assessment strategies to evaluate the written and stated objectives |

SUBJECT MATTER KNOWLEDGE

Rating (circle)

Comments

- | | | | | | |
|---|---|---|---|----|---|
| 4 | 3 | 2 | 1 | NA | 23. Demonstrated a thorough understanding of subject matter |
| 4 | 3 | 2 | 1 | NA | 24. Created meaningful learning experience(s) |
| 4 | 3 | 2 | 1 | NA | 25. Used a variety of materials, media resources, and teaching strategies |

CARING & TEACHING SKILL

Rating (circle)

Comments

- | | | | | | |
|---|---|---|---|----|--|
| 4 | 3 | 2 | 1 | NA | 26. Recognized and assisted students in need of remediation/help |
| 4 | 3 | 2 | 1 | NA | 27. Helped students work productively and cooperatively with each other |
| 4 | 3 | 2 | 1 | NA | 28. Consistently provided students with positive feedback and promoted a positive learning environment |
| 4 | 3 | 2 | 1 | NA | 29. Organized and managed time, space, and activities to promote learning |
| 4 | 3 | 2 | 1 | NA | 30. Established and maintained clear, consistent standards of classroom behavior |
| 4 | 3 | 2 | 1 | NA | 31. Projected a leadership style in which teacher and student share responsibility |

LEARNING HOW TO LEARN

Rating (circle)

Comments

- 4 3 2 1 NA 32. Used self-assessment and problem solving strategies to improve teaching
- 4 3 2 1 NA 33. Responded to constructive feedback and incorporated recommendations from previous observations

MULTICULTURALISM

Rating (circle)

Comments

- 4 3 2 1 NA 34. Allowed for different learning styles, abilities, cultures, genders and experiences
- 4 3 2 1 NA 35. Fostered respect for individual differences

TECHNOLOGY

Rating (circle)

Comments

- 4 3 2 1 NA 36. Used available media technology effectively

PROFESSIONALISM

Rating (circle)

Comments

- 4 3 2 1 NA 37. Is punctual to school, class, and meetings
- 4 3 2 1 NA 38. Dresses professionally and appropriately
- 4 3 2 1 NA 39. Takes initiative in creating and planning lessons to enhance the curriculum
- 4 3 2 1 NA 40. Is consistently prepared for classroom activities and instruction , including personal organization and materials management
- 4 3 2 1 NA 41. Prepares and submits required documents (e.g. lesson plans, grade sheets, progress reports, etc.) within determined timeframes
- 4 3 2 1 NA 42. Returns student evaluations (e.g. homework assignments, projects, tests, quizzes) in a timely manner
- 4 3 2 1 NA 43. Observes confidentiality
- 4 3 2 1 NA 44. Works collaboratively with school personnel, family, and community
- 4 3 2 1 NA 45. Is ethical and professional in practice, while presenting a professional demeanor

SUMMARY:

Strengths

Suggestions for improvement:

Student's e-mail:

Cooperating teacher's e mail:

Field Supervisor's e-mail:

Observer's Signature: _____ () Cooperating Teacher () University Supervisor

Date: _____

(This evaluation form reflects standards of the New Jersey Department of Education (NJPE) and the Interstate New Teacher Assessment and Support Consortium (INTASC).

APPENDIX C

Code of Ethics of the Education Profession

Source: <http://www.nea.org/code.html>

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 highest 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 members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

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

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

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student'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 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 obligation to the profession, the educator--

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and 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 candidate for a professional position.
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

APPENDIX D

Certification in New Jersey

The following information is excerpted from the New Jersey State Department of Education's electronic publication, **GUIDE TO CERTIFICATION IN NEW JERSEY/2007-08**. The full text of this publication can be viewed and/or downloaded at:
<http://www.state.nj.us/education/educators/license/guide.pdf>

Definitions

There is a wide variety of endorsements available in New Jersey. The following terms should help the applicant when seeking employment in the state.

- **CERTIFICATE** means one of three types of credentials that the Board of Examiners issues which permits an individual to serve as a teaching staff member.
 - Instructional
 - Educational Services
 - Administrative

The Board of Examiners will issue a separate endorsement for each subject area that falls under a specific type of certificate. The endorsement shall be considered part of that certificate.

- **ENDORSEMENT** means the specific subject area in which a certificate holder is authorized to serve. See a complete list of endorsements in Appendix G.

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

STEP 1: Establishing Eligibility – Certificate of Eligibility and Certificate of Eligibility with Advanced Standing

Certificate of Eligibility (CE): a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements for certification. The CE permits the applicant to seek and accept employment in positions requiring certification.

- or -

Certificate of Eligibility with Advanced Standing (CEAS): a credential with lifetime validity issued to persons who have completed a degree program of academic study and the applicable test requirements and traditional professional preparation programs for certification. The CEAS permits the applicant to seek and accept employment in positions requiring certification.

STEP 2: Legalizing Employment and Induction – Provisional Certificate

Provisional Certificate: a two-year certificate issued to candidates who have met the requirements for initial employment (holder of a CE or CEAS) and are employed and part of a state-approved district training program or residency leading to standard certification.

STEP 3: Becoming Permanently Certified – Standard Certification

Standard Certificate: a permanent certificate issued to persons who have met all certification requirements.

Requirements for a Standard Instructional Certificate

1. Bachelor's degree from a regionally accredited college or university.
2. A baccalaureate degree, post-baccalaureate program or advanced degree conferred: before September 1, 2004 with a cumulative grade point average (GPA) of at least 2.50, when a 4.0 equals an A grade; on or after September 1, 2004 with:
 - a GPA of at least 2.75;
 - a GPA below 2.75, but at least 2.50 when a GPA of 4.0 equals an A grade, and where the candidate's score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more; or
 - a GPA that is 3.50 or higher, when a GPA of 4.0 equals an A grade, but where the candidate's score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent.
3. Passing score in Praxis or School Leadership Series test(s) for secondary teaching.
4. For the elementary school endorsement, complete a liberal arts, science, dual content or interdisciplinary academic major or a minimum of 60 semester hour credits in liberal arts and/or science. For subject area endorsements, complete at least 30 credits in a coherent sequence of courses appropriate to the instructional area. At least 12 semester-hour credits must be at the advanced level of study, including junior, senior or graduate level study. (For requirements of other areas of certification, visit our website: <http://www.nj.gov/education/educators/license/>).
5. Pass an examination in physiology, hygiene and substance abuse issues pursuant to N.J.A.C. 6A:9-5.9, including the effects of narcotics and alcohol. The examination is administered at the county offices of education. In lieu of this examination, the applicant may present basic military training or college level study in areas such as biology, health or nutrition.
6. Successful completion of one of the following:
 - the Provisional Teacher Program (induction/mentoring for alternate route or traditionally prepared first-year teachers)
 - or**
 - a state approved college teacher preparation program and one year of full time teaching under a valid state license.

Reciprocity

Out of state applicants qualifying under any form of reciprocity in accordance with the Interstate Certification Compact will have met the professional education requirements, but all ancillary requirements such as content coursework, prerequisite certificates, grade point average, praxis tests and citizenship must be completed for issuance of an instructional license in a specific field. Transcripts, copies of state licenses, and original documentation of teaching experience will be reviewed to determine eligibility for reciprocity.

Additional Types of Certificates/Credentials

In addition to the certificate of eligibility, the provisional certificate and the standard certificate, the following are available.

- **Emergency Certificate:** a substandard one-year license issued only in limited fields of educational services.
- **County Substitute Credential:** allows the holder to temporarily perform the duties of a fully licensed and regularly employed teacher.

HOW TO APPLY FOR CERTIFICATION

1. NEW JERSEY RESIDENTS

- **Applicants in Approved Teacher Education Programs (Seeking CEAS).** Applicants enrolled in teacher education programs in New Jersey colleges must submit applications through the colleges. Applications are available from the college certification officer.
- **Applicants for the Alternate Route Certification (Seeking CE).** The alternate route to certification provides an opportunity for applicants who have not completed teacher preparation in a traditional college program to participate in district training programs for licensure. Interested applicants should apply through the county office of education of the county in which they live or work. See Appendix B for a listing of county offices of education.
- **Applicants not in (a) or (b) above** should apply through the county office of education of the county in which they live or work.

2. OUT OF STATE RESIDENTS. Out of state residents should apply through the Office of Licensure and Credentials at the following address: New Jersey State Department of Education, Office of Licensure and Credentials, P.O. Box 500, Trenton, New Jersey, 08625-0500, Attention: Out-of-State Application.

3. DOCUMENTS AND FEES REQUIRED FOR LICENSURE

- **Application for Licensure:** Complete Part A, #1-17 and Part B, #1-16. (Note Part A, #16 Oath of Allegiance must be notarized. Sign and date #17). Out of state residents may have the Oath of Allegiance notarized in their respective states. In Part A, #5A, list the certificate(s) for which you are applying (see Appendix H for available certificates). Complete Part A, #5B if you are applying for evaluations only. Complete Part A, #5C and/or #5D if you are applying for duplicate certificate(s) and/or name change(s).
- **Appropriate fee in money order, personal or certified check payable to “Commissioner of Education.”** The candidate’s Social Security Number must on the front of the money order/certified check. See Appendix A for fee schedule.
- **Applicant’s official transcript(s)** of all college credits. A transcript is official if it contains the signature of the registrar or designated official, the seal of the college or university and degree conferral (if applicable).

Applicants for initial New Jersey instructional (teaching) certificate(s) who have a minimum of one year of full-time teaching experience in another state under a valid out of state license/certificate, must submit an original letter verifying the teaching experience and a copy of the valid out of state license/certificate under which the experience was completed. Substitute teaching experience is not applicable.

4. TEST REQUIREMENT FOR LICENSURE

- Applicants must satisfy the test requirement for certification in designated endorsements. Licensed out of state applicants must also satisfy the test requirement. Applicants in college approved programs must seek advisement from their respective colleges.
- The Praxis Series code for the New Jersey Department of Education is R7666.
- Passing scores are subject to change. Official scores must be presented directly from Educational Testing Service (ETS) to the Office of Licensure and Credentials. Only official score reports are accepted. The applicant’s social security number must appear on the score report.
- See Appendix D for further information.

5. “NEW” NEW JERSEY GRADE POINT AVERAGE (GPA) REQUIREMENTS

a. Candidates who graduated on or **after** September 1, 2004 with:

1. a cumulative Grade Point Average (GPA) of at least 2.75 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hours (See Appendix C for New Jersey colleges and universities);
2. a GPA that is below 2.75, but at least 2.50 when a GPA of 4.00 equals an A grade, and whose score in the appropriate State test of subject matter knowledge exceeds the passing score by 10 percent or more will meet the GPA and State test requirements.
3. a GPA that is 3.50 or higher, when a GPA of 4.00 equals an A grade, but whose score in the appropriate State test of subject matter knowledge falls below the passing score by no more than five percent will meet the GPA and State test requirements.

Candidates who graduated **before** September 1, 2004, a cumulative GPA of at least 2.50 when a GPA of 4.00 equals an A grade in a baccalaureate degree program, higher degree program or in a State-approved post-baccalaureate certification program with a minimum of 13 semester-hours;

or

For candidates who have teaching experience in another state but who cannot meet the requirements above, a valid out-of-state teaching certificate with three years of successful teaching under that certificate. Successful teaching experience will be demonstrated by the offer of contract renewal from the employing district or submission of satisfactory performance evaluations.

6. **CITIZENSHIP.** Certificate(s) are issued only to applicants who are citizens or who have declared their intention to become citizens. A notarized affidavit of intent to become a citizen and a notarized non-citizen oath must be submitted with the application of a non-citizen.
7. **DUPLICATE LICENSURE AND NAME CHANGES.** Applicants who seek a duplicate license or name change must complete the Application for Licensure PART A, #1-7 and 17 and PART B, #1-16. A notarized statement of loss must be submitted for lost licenses. The required fee for each duplicate or name change on a certificate is \$40.00.
8. **TWO-YEAR COLLEGE CREDITS.** Courses taken at accredited two-year colleges are accepted toward meeting requirements for licensure **only** if such courses appear on an official transcript of a regionally accredited four-year college.
9. **PHYSIOLOGY AND HYGIENE REQUIREMENT.** Applicants applying for instructional certification must pass an examination in physiology and hygiene, including the effects of narcotics and alcohol. The examination is administered in county offices of education. In lieu of this examination, the applicant may present basic military training or college level study in areas such as biology, health or nutrition.

FREQUENTLY ASKED QUESTIONS

In order to help expedite the processing of an application, an applicant should review the following answers to questions that often arise.

- **What happens if my application is incorrect or incomplete?**

If an application packet is correct and complete, it will be held indefinitely on active file until institutions and individuals submit all required documents, such as college transcripts or PRAXIS/NTE score reports. However, the application packet **will be returned** if it is filled out incorrectly or if it is missing documents that the applicant is responsible for providing directly. The returned packet will include information regarding what is incorrect or incomplete.

- **Where can I take the courses that are required for licensure?**
At any regionally accredited, four-year college or university. You can also contact any of the colleges listed in Appendix C to determine whether they offer an approved program in the area in which you seek certification.
- **What should I do if I am offered a job before I receive my license?**
If offered a job before an applicant has received a certification, the district employer may request an expedited review of the application through the county superintendent of schools. All licensure applicants are entitled to equitable treatment on a first-come, first serve basis. Therefore, no license application will be expedited under any circumstances unless the district superintendent in the hiring district requests a priority evaluation through the county superintendent. No request for a priority evaluation will be accepted without a complete, accurate application packet. Responsibility for assuring the accuracy and completeness of the application packet rests fully with the applicant.
- **What should I do if I receive the wrong license?**
It is illegal to knowingly accept employment under a license that was printed or issued erroneously. If you receive such a license, please return the original license with a brief cover letter to the Office of Licensure and Credentials, P.O. Box 500, Trenton, NJ 08625-0500.
- **If I must call the licensing office, when may I do so?**
The daily telephone hours for Customer Service are as follows: 3:00 p.m. to 6:00 p.m. during the regular school year - except for major holidays; The Customer Service telephone number is (609) 292-2070. Other hours of the workday are devoted to the processing of applications and phone calls are not taken.
- **How can I find out the status of my application?**
The New Jersey State Department of Education’s home page (<http://www.state.nj.us/education/>) has established a way in which applicants can check the status of their application. Under “Additional DOE Links” click on “Certification Application Status Check.”

FEE SCHEDULE: N.J.A.C. 6A:9-5.4

Effective January 8, 2008

(<http://www.state.nj.us/education/educators/license/fees.pdf>)

The fee schedule below shall be in addition to any tuition and fees that institutions of higher education may charge for courses and credits offered in connection with State approved training programs. **The fees, except as stated, are nonrefundable.**

1. For each certificate of eligibility and certificate of eligibility with advanced standing , which includes the issuance of the provisional certificate and standard certificate requiring a test: \$190.00
2. For each certificate of eligibility and certificate of eligibility with advanced standing , which includes the issuance of the provisional certificate and standard certificate not requiring a test : \$170.00
3. For each emergency certificate : \$ 95.00
4. For each county substitute credential : \$ 125.00
5. For each renewal of an emergency or provisional certificate: \$ 70.00
6. For each duplicate copy of or name change on a certificate: \$ 60.00
7. For each standard certificate requiring a test : \$ 115.00
8. For each standard certificate not requiring a test : \$ 95.00
9. For each evaluation of credentials to determine eligibility to take a particular state certification examination or to obtain information concerning qualifications for certification: \$ 70.00
10. For each letter the office sends in response to a candidate’s written request verifying test scores that are no longer available from the testing company: \$ 25.00

11. Administrative fee for all School Leaders (e.g., Principals, Assistant Principals, Vice-Principals, Directors, Assistant Superintendents, and Superintendents) who complete residency programs: \$ 200.00
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12. Upon completion of a State-approved alternate route formal instruction program for holders of an instructional CE, a one-time administrative fee - \$100.00; and

13. For each provisional educational services certificate - \$75.00.

TEST REQUIREMENT FOR CERTIFICATION IN NEW JERSEY
Effective December 1, 2007

INTRODUCTION

Applicants for New Jersey licensure in subject teaching fields and elementary education must pass the appropriate PRAXIS II Subject Assessment/Specialty Area test(s). The tests are required for all applicants including those applicants who are certificated in other states. Certain teaching fields are exempt as noted on the next page.

It is your responsibility to register for the correct test(s). Carefully check test requirements and test code number listed on the next page to assure registration for the correct test.

PASSING SCORE

Passing scores have been raised by the State Board of Education. Applicants must achieve the current required passing score(s) for certificate issuance. Passing scores always are subject to change. A test score must meet the current passing score to satisfy the test requirement. Undergraduates must take Praxis test(s) no earlier than the senior year.

INSTRUCTIONS FOR TEST REGISTRATION

Register for Praxis II: Subject Assessment/Specialty Area tests directly through The Praxis Series. Register for the School Leadership tests through the School Leadership Series. Test registration procedures, registration form and other information are included in The Praxis Series Registration Bulletin or The School Leadership Series Bulletin. The bulletins are available on the Internet through the Praxis Web Site at www.ets.org/praxis or the School Leadership Series Web Site at www.ets.org/sls. Online registration is also available.

Bulletins are available from Educational Testing Service as follows:

The Praxis Series
Educational Testing Service
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476

PRAXIS II: SUBJECT ASSESSMENT/ SPECIALTY AREA TESTS REQUIRED FOR LICENSURE

INSTRUCTIONAL ENDORSEMENT

Agriculture
Art
Bilingual/Bicultural Education*
Business Education: All Endorsements
Elementary School Teacher K-5
Elementary School with Specialization:
 Language Arts and Literacy (5-8)
Elementary School with Specialization:
 Mathematics (5-8)
Elementary School with Specialization:
 Social Studies (5-8)
Elementary School with Specialization:
 Science (5-8)
English

English as a Second Language*
Family and Consumer Sciences: Comprehensive
Family and Consumer Sciences:
 Child & Family Development
Family and Consumer Sciences:
 Foods/Nutrition & Food Science
Family and Consumer Sciences:
Apparel, Textiles & Interiors
French; **and** Elementary School with Specialization:
 World Languages/French (5-8)
German; **and** Elementary School with Specialization:
 World Languages/German (5-8)
Spanish; **and** Elementary School with Specialization:
 World Languages/Spanish (5-8)
World Languages: Other
Health Education
Health and Physical Education
Industrial Arts
Marketing Education
Mathematics
Military Science
Music
Physical Education
Preschool through Grade 3 *
Psychology
Reading
Science
 Biological Science**

 Chemistry**

 Earth Science

 Physical Science**

 Physics**

Social Studies
Special Education
Speech Arts and Dramatics
Technology Education

**PRAXIS II: SUBJECT ASSESSMENT /
SPECIALTY AREA TESTS**

Exempt
Art: Content Knowledge (10133)
To Be Announced
Business Education (10100)
Elementary Education: Content Knowledge (10014)

Middle School English Language Arts (10049)

Middle School Mathematics (20069)

Middle School Social Studies (20089)

Middle School Science (10439)
English Language, Literature, and Composition: Content
 Knowledge (10041)
To Be Announced
Family and Consumer Sciences (10120)

Family and Consumer Sciences (10120)

Family and Consumer Sciences (10120)

Family and Consumer Sciences (10120)
French: Content Knowledge (20173)

German: Content Knowledge (20181)

Spanish: Content Knowledge (20191)

Exempt
Exempt
Health and Physical Education: Content Knowledge (20856)
Technology Education (10050)
Marketing Education (10560)
Mathematics: Content Knowledge (10061)
Exempt
Music: Content Knowledge (10113)
Physical Education: Content Knowledge (10091)
Early Childhood: Content Knowledge (10022)
Exempt
Introduction to the Teaching of Reading (10200)

Biology: Content Knowledge (20235), and
General Science: Content Knowledge (10435)
Chemistry: Content Knowledge (20245); and
General Science: Content Knowledge (10435)
Earth Science: Content Knowledge (20571)
General Science: Content Knowledge (10435)
Chemistry: Content Knowledge (20245),
Physics: Content Knowledge (10265), and
General Science: Content Knowledge (10435)
Physics: Content Knowledge (10265), and General
Science: Content Knowledge (10435)
Social Studies: Content Knowledge (10081)
Exempt
Speech Communication (10220) and Theatre (10640)
Technology Education (10050)

Theatre
Vocational Education

Theatre (10640)
* PPST: Reading (10710), PPST: Math (10730), and
PPST: Writing (20720)

INSTRUCTIONAL ENDORSEMENT SPECIALTY AREA TESTS

***Test(s) will be required for these endorsements effective December 1, 2007. For Vocational Education; test(s) will be required for these endorsements if the applicant does not have a bachelor's or associate's degree.**

**** New tests will be required for these endorsements effective December 1, 2007.**

EDUCATIONAL SERVICES ENDORSEMENT PRAXIS SPECIALTY AREA TEST

Speech-language Specialist Speech-Language Pathology (20330)

NOTE: There are additional Testing Requirements for:

World Languages ; English as a Second Language ; Bilingual Bicultural Education ; Educational Interpreter ; and Teacher of Deaf or hard of hearing with sign language proficiency .

Praxis II: Subject Assessments and The School Leadership Series
Passing Scores Required for Certification

<u>CODE</u>	<u>TEST</u>	<u>PASSING SCORE</u>
10133	Art: Content Knowledge	150
10100	Business Education	580
10022	Early Childhood: Content Knowledge	159
10014	Elementary Education: Content Knowledge	141
10049	Middle School English Language Arts	156
20069	Middle School Mathematics	152
20089	Middle School Social Studies	158
10439	Middle School Science	145
10041	English Language, Literature, and Composition; Content Knowledge	162
10120	Family and Consumer Sciences	550
20173	French: Content Knowledge	156
20181	German : Content Knowledge	157
10191	Spanish: Content Knowledge	159
20856	Health & Physical Ed: Content Knowledge	151
10560	Marketing Education	630
10061	Mathematics: Content Knowledge	137
10113	Music: Content Knowledge	153
10091	Physical Education: Content Knowledge	148
10200	Introduction to the Teaching of Reading	560
10435	General Science: Content Knowledge	152
20235	Biology: Content Knowledge	152
20245	Chemistry: Content Knowledge	152
20571	Earth Science: Content Knowledge	153
10265	Physics: Content Knowledge	141
10710	PPST: Reading	175
10730	PPST: Math	174
20720	PPST: Writing	173
10081	Social Studies: Content Knowledge	157
10220	Speech Communication	560
10640	Theatre	570
10050	Technology Education	570
20330	Speech-Language Pathology	550
11010	School Leaders Licensure Assessment	148
11020	School Superintendent Assessment	151

Passing test scores are subject to change. Candidates are subject to the passing test score in effect at the time the application is received and eligibility is determined.

APPENDIX E

Job Search and Interviewing Information

Job Search Sites

The following sites represent only *some* of the many online job search sites for teachers. We offer them without endorsement. Do explore. Former students have found them useful.

1. www.njhire.com/
2. www.monster.com
3. www.schoolspring.com
4. www.teachers-teachers.com
5. www.nationjob.com/education/
6. www.careerbuilder.com
7. www.teacherssupportnetwork.com
8. www.ttstrainsyou.com/
9. www.teachingjobs.com/
10. www.teacherjobs.com
11. teachersonline.com

Interviewing Guidelines

Source: <http://www.wssu.edu/student/career/Teachers.htm> (link no longer active)

Interviewing for a teaching position: The employment interview is the opportunity for you to discuss with school personnel your education, experiences, activities, and skills that qualify you to be an excellent teacher. You need to relate what you have to offer to what the school district is looking for. In order to successfully "market" yourself during a 20-minute or 30 minute interview, you need to know yourself and your abilities, and you must be able to communicate your qualifications to the interviewer. Few hiring decisions are made after just one interview. The majority of districts conduct two or three interviews, so be prepared to go through the interview process more than once for a teaching position.

A good first impression is critically important: a firm handshake; good eye contact; professional dress; excellent pronunciation; and good voice projection.

Follow up this good start by: offering specific examples to support your answers; providing honest answers based on sound educational experiences and practice; being positive and enthusiastic throughout the interview; and asking insightful questions.

Avoid answering based on what you think they want to hear. While you may want to modify your answers according to the values or philosophy of the school district (if you know them), if you try to answer questions by guessing what they want to hear, you may be perceived as insincere or dishonest. Most importantly, you have no control over what they are thinking -- you do have control over what you say. Look for feedback from the interviewer(s), but answer according to your convictions and judgments.

Common interview "knockout" factors include: poor communication skills; lack of career knowledge; lack of energy, enthusiasm, and interest; insufficient evidence of achievements and accomplishments; and lack of preparation.

An interview is a two-way exchange of information. You need to discover whether the school district is for you just as much as the district needs to know whether you are a good fit for them. Know what is important to you regarding a teaching position. If your research does not find this information, be sure to ask during the interview. A national survey of newly hired teachers revealed that the most frequently asked questions concern classroom management, student teaching, personal strengths, personal weaknesses, teaching philosophy, and what-if questions. You will also be asked questions pertaining to your subject area(s).

Practice answering interview questions: Practice with a friend, have a mock interview in Career Services, speak into a tape recorder -- whatever you do, practice and prepare!

Speak like a professional teacher: You do not have to use long words when short words will do. You do not have to sound "stuffy" or arrogant. But you do have to sound educated. That's why practice interviewing is important. Become aware of any "**verbal distractions**" that slip into your speech. These are words or phrases that detract from the effectiveness of your communication. Examples are: "you know"; "like"; "know what I'm saying?"; and excessive um's or ah's.

If your speech is littered with **slang**, you are branding yourself as someone not ready to teach, someone not ready to be a professional. The first step is becoming aware of the verbal distractions; the second step is eliminating them from your speech. Good speech habits are appropriate whenever you meet educational professionals, parents, and community members as well as when instructing students in a classroom or an after school activity. At all times, present yourself in a professional manner because your job search success will depend on it!

Inappropriate personal or illegal questions: All interview questions should be job related. If an interviewer asks an inappropriate question, try to bring the topic of conversation back to the job and your qualifications. For example, if you are asked, "What are your plans for marriage?" you may effectively answer, "If you are concerned that my personal life will interfere with my commitment to teaching, I want to assure you that I will put in the time and energy necessary to be an outstanding teacher." Then you may provide an illustration to prove your point. Most inappropriate personal questions are asked out of ignorance, not intentional malice. The interviewer may have an issue underlying the question. You need not provide details about your personal life (child care arrangements, marriage plans, religious beliefs, etc), but you can assure the interviewer that they will not hinder your ability to do the job.

Be aware that if you bring up personal issues in an interview, that the topic then becomes "fair game" for discussion. Also, some interviewers may chat with you before asking interview questions in an attempt to get to know you or to try and make you feel comfortable. There's no harm in small talk during an interview! In fact, you may establish rapport with the interviewer based on something you have in common, which may lead to your being judged in a positive manner. See a member of Career Services for more details about interviewing or to conduct a mock interview.

Teaching a sample lesson: Many school districts require candidates to teach a sample lesson, usually after an initial screening interview when the field has been reduced to a manageable number. Sometimes you will teach the lesson to administrators, sometimes to other teachers, and sometimes to a class of genuine, live students. Usually, you'll be given the topic in advance in order to prepare an effective lesson. Sometimes, you'll have to respond to an immediate request to teach. Whatever the situation, here's your chance to show them what you have!

Infrequently, employers will ask to see a video of a lesson that you have taught. If you have video taped several lessons, you may want to edit those and make a "highlight tape" of your best teaching moments. Analyze your video and be able to articulate in an interview what you learned from it.

The "stress" interview: Sometimes teacher candidates will complain that an interview was stressful. Actually, you should hope for an interviewer who asks tough questions. How else can you address issues and discuss how you are an outstanding teacher? Teaching is a profession that is emotionally, physically, and mentally challenging. Administrators desire teachers who can meet these demands successfully and professionally. During a "stressful" interview you have the opportunity to prove you have what it takes to be cool under pressure.

The panel interview: Many school districts include a panel in the interviewing process. This panel can be composed of district and/or building administrators, teachers, school board members, and sometimes community members. The process of the interview will be the same as an individual interview. You'll be asked questions, and you'll have the opportunity to ask questions. It is still two-way communication. Obviously, you'll want to pay close attention to the person who asks you the question, but when you answer, make eye contact with all of the committee members. Slowly and naturally, change your eye contact from one panel member to another. It is similar to teaching -- you are communicating information to several people at once.

Professional dress: Teachers need not be as formal as those going to a business interview, but do not be too casual either. Most of the time, you will interview with administrators who usually dress more formally than teachers. Wear an outfit in which you feel comfortable, yet professional. Men have the option of wearing a suit or a sports coat. Always wear a tie and polished dress shoes. Women may choose a suit, a dress, a skirt / blouse combination, or dressy pants. Shoes should be polished, simple pumps with low to medium heels. A sharp pants suit may work best for a follow-up interview where you may teach a lesson which may include working on the floor, at the chalk board, or with "messy" materials.

You do not want to stand out for wearing the wrong clothes such as short skirts or jeans. Be conservative with cologne or perfume, your jewelry, and other accessories -- interviewers are there to assess your teaching abilities, not to ask you out on a date. Men are advised to take off earrings.

Female candidates should dress in good taste. Short skirts and dresses are not appropriate. Dresses, skirts with blouses and or sweaters will do. *If candidates are dressed tastefully and are well groomed, the interviewer can focus on the candidate and not the clothes. Neatness and grooming are as important as the clothes.*

How you may be judged: Some schools will have specific criteria for assessing your potential to be an outstanding teacher. Example: **dress and appearance, voice, tactfulness, use of English, knowledge of subject matter, evidence of scholarship, poise, personality, and knowledge of professional methods and skills.**

Why? From the interviewer's perspective, the purpose of the interview comes down to two basic questions: *-Why should we hire you? -Why do you want to work for us?*

Sample Interview Questions:

From *Teacher Employment Opportunities: A Job Search Guide for New Teachers*, a Spring 2000 publication by the MAASCUS.

PROFESSIONAL EXPERIENCES:

- Discuss your student teaching experience. What you liked/disliked? Changes you would have made?
- Please review for us your teaching experiences such as levels subjects taught, years, location, etc.
- Please tell me about your most challenging experience while working with children or in the classroom and how did you handle it?

- Discuss your feelings/experience in reference to working in an urban setting.
- When did you first become interested in teaching?
- Tell us about your other school-related experiences such as extra-curricular activities, committees, curriculum development, etc.
- What experience do you have in teaching writing skills?
- What experience do you have with in-class support?
- What opportunities have you had to bring multicultural education into your classroom?
- How well has your college/university prepared you for the field of teaching?
- What experience have you had with students from culturally diverse backgrounds?

INSTRUCTIONAL SKILLS:

- Describe the best lesson you have delivered. Why was it successful?
- Describe the teaching techniques or strategies that are most effective for you.
- Describe your typical lesson. What does it include and who participates – how do they participate (what activities occur)?
- How would you include cooperative learning in class teaching?
- How important is success in learning? How do you help pupils experience success?
- How will you instruct/challenge students with varying abilities?
- If pupils were having difficulty learning a skill or concept, what would you do?
- Tell us how you assess your students to determine how well they are learning.
- What techniques would you use to be sure that pupils understand?
- What do you include when you write objectives?
- Do you feel that the teacher should be responsible for developing objectives or should they be provided in the curriculum?
- How can individualization actually be practiced in the classroom? How would you put individualization into practice?
- How do you know whether pupils understand what you are teaching during a lesson?
- How do you feel when a student fails?
- What techniques do you use to keep pupils actively involved during a lesson?
- What are your beliefs about reinforcement of pupils?
- How do you end a lesson?
- It seems like there is never enough time to cover the curriculum or to get children to master content and skills. Would you comment on that?
- Is drill and practice important? How and when would you use it?

- How do you increase the chances that pupils will understand the meaning of a concept or skill that you are teaching?
- What would you do to insure that children understand exactly what is expected of them in a homework assignment?
- How would you assess your effectiveness as a teacher?
- Are you constantly searching for things you can show, tell, or demonstrated to pupils? Tell us about some recent discovery, something that you have found.
- How do you deal with the unmotivated student?
- Tell me about some specific motivational strategies to get students excited about learning.
- Given the multitude of material that must be taught what is the optimum way to cover all subjects and still meet individual needs? How does your management of your classroom facilitate this?
- What would I see in your (subject area) class?
- What is the most important "thing" a student could learn in your class?
- Explain how you have changed your lesson plan preparation and presentation to students as you have gained experience.
- How do you meet the needs of individual students in your classroom?
- Describe different student learning styles or modalities of students and how you adjust lessons to benefit those differing styles.
- How do you differentiate instruction?
- Teaching Algebra to students entering the 9th grade in September '00 will be a challenge. Many of the children have not acquired successful strategies for problem solving and critical thinking. Where would you begin if this were your classroom? What would you do at your grade level to better prepare students for this challenge?

TECHNICAL SKILLS:

- How would you apply technology to enhance daily instruction and increase student learning and achievement?
- How would you/have you incorporate technology in you classroom?
- Explain your skills using a computer – address classroom management (ex: grade book), instructional, other?
- Are you comfortable with the use of technology in the classroom?
- What are your computer skills?
- What computer software have you used?

CLASSROOM DISCIPLINE:

- Describe your philosophy regarding discipline.
- What was the most challenging discipline problem you've encountered and how did you handle it?
- What techniques would you use to handle discipline problems that may arise in your classroom?

- Describe the elements you would include in a discipline plan.
- How would you deal with a student who disrupts?
- What kinds of rules do you have in your classroom? How are they established?
- What do you feel are the most important factors in classroom control?
- What techniques do you use to increase the probability that pupils will behave appropriately?
- How would you create and promote a safe atmosphere within your classroom?
- How do you recognize and respond to individual differences and what behavior might you expect?
- After school you come across a pupil whom you know who is crying. He's 16 years old. You ask him what is the matter, and he says he was caught cheating. What would you do?

CLASSROOM MANAGEMENT:

- What is your classroom management plan/style? What are your goals?
- I walk into your classroom, what would it look, feel, and sound like?
- How would you organize your classroom? What would it look like?
- What would a typical day look like in your classroom?
- Describe the first day of class.
- Describe what you would consider to be a model classroom.
- How would you describe your learning environment?
- Describe your organization, management strategies.
- Share three interesting techniques used in the classroom.
- What role does classroom management play in the educational process?
- Given the multitude of material that must be taught what is the optimum way to cover all subjects and still meet individual needs? How does your management of your classroom facilitate this?
- How do you evaluate student learning in your classroom (formally and informally)?
- Do you know a person who is a good listener? Describe that person as a listener.
- How can you tell when you are doing a good job of listening?
- When students say they want their teacher to be fair, what do you think they mean?
- What does "teamwork" mean to you? Give an example.
- Describe a situation in your last job when you felt pressure. How did you handle it?
- What would you do if 50% of a class did poorly on a test?
- A student tells his teacher that he forgot to bring his paper which he had written the night before. The teacher says, "I understand. I sometimes forget things like that too." How do you evaluate the way this teacher responded to the student?

KNOWLEDGE OF CONTENT/MATERIALS:

- What special course work have you taken that you feel has made you especially suited for the position you are applying?
- What kinds of materials and supplies would you need to do your best job?
- What kinds of materials have you used to assess pupil strengths and/or weaknesses?
- Are there any materials you have used that you find are especially effective for slow learners or bright students?
- What kinds of tests do you like to give?
- How do you organize your teaching supplies and/or materials?
- Describe your educational background and teaching experience related to your subject area?
- What curricular changes do you hope to see over the next few years?
- How do you stay current in your field?

PLANNING SKILLS:

- How well organized are you? Why is organization important for a teacher?
- What do you include in your daily lesson plans?
- Do you prefer to do long term or short term plans? How do you plan for instruction?
- How closely do you follow your plans?
- How do you feel when you don't meet a deadline? What do you do when pupils do not meet their deadlines?
- Describe for me the organization that goes into your planning for a lesson. ... I'm sitting in the back of your classroom; in some detail tell me what I see as you implement the lesson just described.
- What are some of the considerations you make when planning your lessons?
- How do you go about planning a unit?
- How much homework will you assign? How do you know how long it will take your students?
- Would you describe an outstanding teacher to me please?
- What kind of person do you like to work for?
- If you could establish an ideal school, what would it be like?
- If you were to tailor-make an in-service program for yourself, what should be included?
- Describe how you could be an effective communicator as part of the school community. (parents , staff)
- What kind of people do you find it difficult to work with and why? – Applicable to all three categories. (faculty, parents, students)
- What do you do when a supervisor or principal criticizes a teaching technique that you are using?

PARENTS:

- Describe your approach with a parent who is upset with you – and you know you are right.
- What are some methods of communicating student progress to parents other than report cards?
- How do you feel about parent contact?
- Write a letter to a parent explaining why you will not recommend moving the child to a higher math grouping (or more advanced math class).

STUDENTS:

- Are you willing to sponsor any extra-curricular activities?
- How would your students describe you as a teacher?
- How do you want students to view you?
- Do you want pupils to like you? Why?
- As a teacher, should you intentionally try to build rapport with your students? How?
- How can you get students to be excited about learning?
- What do you value most in a child?
- Should a teacher intentionally use humor in the classroom? How do you use humor in the classroom?
- Have you developed any new ideas about teaching in the past few months? Describe one or two of them for us.
- If I were a child why would I want to be in your classroom?
- Do you have a specific grade level/age that you prefer to teach? Why?
- What do you feel is important for you to know about the students with whom you work? How do you go about gathering this information?

PERSONAL QUALITIES:

- Why have you selected teaching as a profession?
- Tell us about yourself and why are you interested in this school district and/or position?
- What are your career goals short term and long term?
- What do you consider to be your major strength you bring to the classroom?
- What do you believe is the one area you want to work on improving?
- What distinguishes you from other candidate?
- What do you bring to the community besides your educational background?
- Is there anything you would like to add to help us evaluate your candidacy?
- Reason for leaving prior company/school?
- Describe yourself as "the teacher."
- What makes you an effective teacher?

- What do you enjoy most about teaching?
- If I were to contact your references, what do you think they would say about you?
- Who influenced your choice to become a teacher? How?
- What is your mission? What are your beliefs about the significance of education?
- Tell me three things you believe about teaching.
- Describe yourself with three adjectives and explain why they were chosen.
- Why have you chosen the field of education you have?
- What is your most successful accomplishment?
- What gives you pride?
- Describe your fears of being a teacher.
- Describe your heroes.
- Describe your mentor.
- Tell me whom you would like to emulate?
- Would you describe yourself as a team player or individual achiever?
- Would you tell us what you have read in the past two months? Why have you done this reading?

MISCELLANEOUS QUESTIONS:

- How has the American Education been successful over the past twenty years?
- What educational research do you find most compelling and how have you incorporated it into your classroom?
- What current educational trends do you consider as having had the most impact and how do you implement them?
- How would you define development as it relates to the children in your classroom?

APPENDIX F

Student Teaching Seminar Assignments NOT Directly Linked to the Textbook

- I. Classroom Observation
- II. Professional Article Summary
- III. Cover Letter
- IV. Résumé
- V. Visual Display
- VI. Philosophy of Education
- VII. Video Lesson Analysis
- VIII. Reflections on Student Teaching
- IX. Swap Shop Presentation
- X. Portfolio

* All submitted assignments must meet college level standards. All work should be proofread and edited, and points will be deducted when sub-standard work is submitted.

* When writing out NJCCC Standards for your lesson plans, please write out the full standard, including the number and the explanation.

* When completing your text assignments, please provide SPECIFIC examples to back up your answers.

I. Classroom Observation Report Format

Directions: After receiving permission, you are to observe and take notes on THREE separate lessons. Please consult your syllabus about the due dates for each observation.

- **Observation A:** A lesson presented by your cooperating teacher.
- **Observation B:** A lesson presented by another teacher in your subject area (for secondary teachers) or grade level (for elementary teachers).
- **Observation C:** A lesson presented by a teacher in a subject area different than your own (for secondary teachers) or a different grade level (for elementary teachers).

You are to then write-up the observation by answering the questions below. Complete each section and use the questions within each section as a guideline – you need not answer every question listed under each section, but be sure to be thorough. Your section answers should be in a narrative format – they should not be a bulleted list of the answers to the questions below. Your final product should be about 2-3 pages, and it should be divided into the six areas listed below.

Heading: Your Name, Date, Time and Duration of lesson, Course Title, Grade, Teacher, Room, Total # of students, and # males, # females.

Area 1: Beginning of the Lesson (Anticipatory Set) and Communication of Objective and Purpose: How did the teacher start the lesson? Tie it to previous learning? Arouse students' interest? Did the students seem to grasp how the lesson was tied to previous learning? Did the motivational activities seem to arouse students' interest? Why do you think they did or did not accomplish their goal? Were the purpose and relevance of the lesson made clear to students? Why or why not? How might they have been better clarified? Were the objectives reiterated during the lesson? During closure?

Area 2: Methods, Materials, and Style of Teaching: What procedures and strategies did the teacher incorporate into the body of the lesson? Were the teacher's procedures for presenting the content effective? Might some other procedures have been more effective? Why do you think so? What specific materials were used during the course of the lesson? Were the lesson materials appropriate and effective? Would other materials have been more effective? Why do you think so? * Was the teacher's primary style direct or indirect? * Was the teaching style effective with this particular group and for this particular lesson? Why do you think so? If ineffective, what might have worked better? *(See Instructional Strategies diagram below).

Area 3: Provisions for Individual Differences: What specific accommodations did the teacher make for individual differences? Were adequate provisions made for individual differences? If not, what steps might have been taken to improve the situation? Were the objectives restated or were students questioned on their understanding of the objectives? *There are many types of individual differences, not just academic ability. You may find it useful to interview the teacher before or after the lesson to learn about individual differences among the students.*

Area 4: Classroom Management: What specific classroom management techniques did the teacher employ? Were they appropriate and effective? Why do you think so? If they were inappropriate or ineffective, what techniques might have been better? How did the components of the lesson aid in management? How about the layout of the room? What were the students doing and what was the teacher's reaction to them? *There are always disciplinary techniques (however subtle) at work in a functioning classroom. Otherwise, there would be chaos! Ask the teacher before or after the observation about early steps taken to formulate classroom rules and minimize disruptive behavior*

Area 5: Conclusion of the Lesson: How did the teacher end the lesson? Was the conclusion of the lesson effective? If not, what might have been done to improve it?

Area 6: Evaluative Techniques: What techniques were used to check for understanding? Were the teacher's evaluation techniques appropriate and effective? Why do you think so? If not, what techniques might have been better? If evaluation was not obvious, can you predict how this teacher might evaluate student learning on this topic in the future?

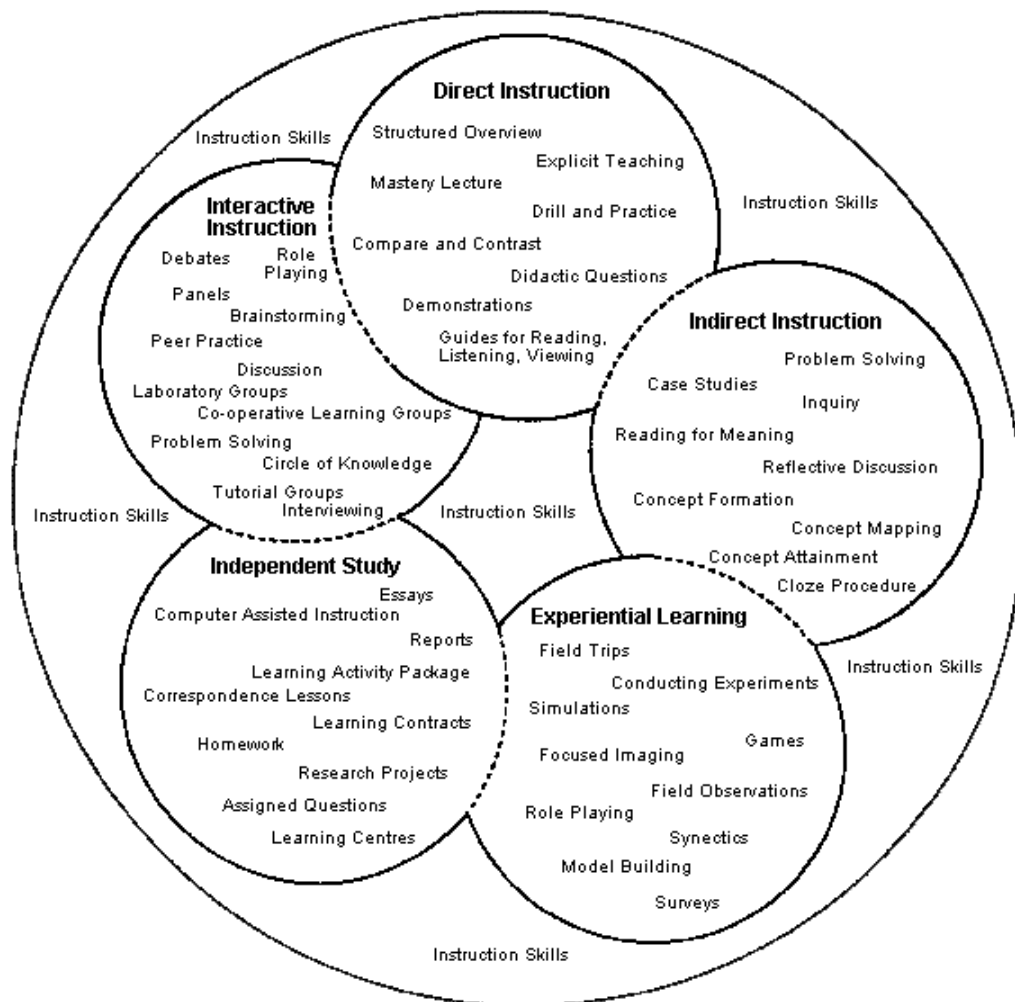


Figure 5. Instructional Strategies

II. Professional Article Summary

Keeping up on current literature in the field is one of the best ways for a new teacher to bridge the gap between theory and practice. Your assignment is to find a current journal or magazine article about teaching, especially as it pertains to your subject area. You are then to write a one page essay which should include a 1 – 2 paragraph summary of the article and 1 – 2 paragraph description of why this article is useful in the classroom. You are to have this assignment prepared for the **first night of seminar**. During each of the eight seminar sessions, 1 – 2 students will share their articles with the group in short 3 – 5 minute presentations. Additionally, you are to include a copy of your article and your summary in your portfolio.

III. Cover Letter

In preparing your cover letter for the purpose of this assignment, please assume that there is a job available at the school where you are presently student teaching. Write your letter to the person who handles position inquiries in your school/district. If in doubt, check the New Jersey School Directory for information on the district's web page. (<http://www.state.nj.us/njded/directory/districts.shtml>)

Although you will surely need to modify the format and content of each cover letter when you contact real employers for real jobs, for the purpose of this assignment, you are being asked to write a 4 paragraph cover letter, structured as follows:

- Header #1: Sender information (left justified, 1" from top edge of paper):
 - Your full address (do NOT put your name in the header!)
 - The date of the letter
- Header #2: Recipient information (begin at left margin, 2 or more spaces below Header #1):
 - Recipient's title and full name followed by a comma
 - Recipient's position
 - School or school district on line 3
 - Full Address of school/district with zip code
- Salutation:
 - "Dear" + Title of Recipient + Last Name followed by a colon (never a comma)
 - **Never** send out a letter addressed "To Whom It May Concern"
- Paragraph #1: Introduction
 - Give your reasons for writing, indicating the position for which you are applying.
 - You want to explain to the reader why you are writing, what position you seek, and how you heard about the job. Don't make the reader guess which school vacancies interest you. When possible, include the name of a referral within the first two sentences.
- Paragraph #2: Your qualifications
 - State concrete reasons for wanting to work for this employer. Give evidence that you understand the requirements of the position and that you possess the qualifications necessary for success.
 - You should "sell and tell" both your education and experience, including your major, certification, and internships or jobs that have transferable skills and add value to your candidacy. Give depth as to why you should be considered an ideal candidate. By using examples and specific accomplishments that relate to the employer, show him/her that you have the skills the school district seeks.

- Paragraph #3: Amplification
 - Refer the reader to your enclosed résumé and emphasize relevant personal qualities not cited elsewhere.
 - Emphasize your abilities and personal qualities as they relate to the job. Be sure to mention your research, your knowledge of the particular school district, and how you can meet their specific needs.
- Paragraph #4: References and Closing
 - If available, refer to an attached list of at least three references with complete names, job titles, addresses, telephone numbers, e-mail addresses and fax numbers so that the interviewer can contact them readily. (*You do NOT need to provide a references page for the purpose of this assignment. You may do so, however, if you would like.*)
 - Indicate that you are appreciative of the opportunity to have him/ her review your resume and qualifications. Fine-tune the following language to match YOUR personality: *State that you will be following up within a reasonable amount of time to discuss an interview at the convenience of the interviewers.*
 - Always thank the person to whom you are writing for his or her consideration, and don't forget to sign the letter. ("Sincerely" is the best closing phrase) Add your telephone number.

Some additional considerations:

- Single space your letter, do not indent (double space between paragraphs) and match the font size with your résumé.
- Use standard type fonts (like Times or Palatino) and sizes from 10 to 14 points.
- Be creative, but stay within the realm of standard business correspondence.
- Remember to balance your confidence with humility.
- Limit your use of "I." Vary sentence structure and syntax so that first person singular ("I") is used no more than 5-6 times.
- Don't ramble on.
- If you have not included your telephone number in your final paragraph, it would be wise to include it directly below your name in the closing--in case your résumé becomes separated from the cover letter.
- Use white or off-white résumé paper for both the cover letter and résumé.
- Remember to make a follow-up phone call after a reasonable amount of time to check the status and to explore the possibility of an interview.
- BE AVAILABLE. If you provide an email or phone number, make sure it is one that you check often.

IV. Résumé

The résumé represents your skills and experience as they relate to the type of job for which you are applying. The goal of the résumé is very simple: a request for an interview. The résumé acts as a preview; you will have an opportunity to provide much more information during the interview.

You will likely find it necessary to add categories to your résumé which best represent you as a unique person with a unique background and unique experiences. For the purposes of this assignment, you are being asked to prepare a résumé that includes the following **REQUIRED** items:

Identifying Information: Put your name, address, and telephone numbers with area codes at the top of your résumé. Include your e-mail address if you check your e-mail daily. *It is best to use a professional sounding email address. If you have both current and temporary addresses, include both. It is essential that you have an answering machine connected to all telephone

numbers listed on your résumé. An employer is likely to contact you only *once* by phone or email, so be sure that the employer can contact you easily.

Professional Objective: The objective clarifies your grade level preferences within a broad certification range. Be careful not to state your objective so narrowly that you unintentionally exclude job options.

Certification: When preparing your résumé, be sure to include the following:

NJ State Certificate of Eligibility with Advanced Standing (CEAS)--
and either "**Elementary School Teacher (K-5)**" or "**Teacher of (Subject Area)**
(K-12)"

Your endorsement(s) is/are central to the position for which you are applying.

If you have questions about your exact endorsement(s), please speak to your instructor.

Education: Always list educational and work experiences in reverse order, most recent first.

Teaching Experience: This section will include any type of teaching experience you have had such as student teaching, practica, tutoring, substituting and summer teaching experiences (e.g. arts and crafts teacher, religious education, etc.). Describe your unique experiences in the classroom that distinguishes you from other applicants. You should utilize key terms that are current in your field to describe your experience. Additionally, **BE SPECIFIC**. Any program(s) you have used or have been trained should be listed here (specific curricula, for example). Clarity, brevity, and a positive tone are keys to an effective description.

Work Experience: School hiring officials are interested in other experiences (e.g. camp counselor, coach, childcare provider) you have had with children outside of the classroom. This experience complements your educational program. In addition to work with children, you have work experience in other fields. Principals and other hiring officials can learn more about you through reading about your non-teaching experiences. By describing your work outside the classroom, you can take the opportunity to document your skills in areas such as customer service and technology, as well as your ability to take initiative or manage multiple priorities. Experience in an office, at a restaurant, or in retail indicates an ability to work with the public and suggests attributes such as patience and leadership ability. However, be sure to include only information that supports professional attitudes and experience related to the position/objective you are seeking.

Activities, Honors, Awards: You should only include this section if it applies to you. A bulleted list is acceptable, and use specific dates if they apply.

Placement File Information: Be sure that you schedule an appointment with the staff of the Career Center. You should indicate the following on your résumé **ONLY IF** you have filed the suggested documents:

"Available upon request from:
The Career Center, Rutgers University--Camden Campus
Camden, New Jersey 08102 ***** (856) 225-6046

Some additional considerations:

- Your résumé should be clear, readable, and well organized.
- It is best to coordinate your résumé and cover letter using the same font style on the same weight and quality of paper. Like your cover letter, your résumé should be in a type size and style that is easy to read and printed on white or off-white paper.
- Although a one page résumé is usually preferable, in education it may take more than one page to fully give the employer an overview of your background.
- Be consistent in your formatting; avoid abbreviations unless space is an issue.
- Avoid large amounts of white space. You can adjust your margins liberally.

NOTE: There is no one correct way to complete a cover letter and résumé. Please contact the Career Center or your Seminar instructor or use the internet, professional contacts, etc. to find a suitable sample, should you need one.

V. Visual Display

Directions: Please create an interactive display or center, to be used for instructional purposes. Please note that this not merely a bulletin board display. After preparing your display, please take several clear photographs (traditional or digital are acceptable, but either type must be clear). Write a formal 2-3 page description of the display that explains the background or context of the display, its specific purposes or functions, and your evaluation of the strengths and weaknesses of your work. Submit your photos and commentary in a form that can be easily incorporated into your portfolio. The most functional style for a portfolio incorporates the pictures as in-line graphics to support your commentary. *This display is to be YOUR work and not the work of your cooperating teacher or a commercially prepared (“canned”) bulletin board.*

VI. Philosophy of Education

Directions: Please prepare a statement of your philosophy of education that is at least 1 ½ pages long. In composing your essay, please incorporate your responses to the following questions:

- What should be the purpose and goals of education?
- What are the key characteristics of students and teachers that make their relationship unique and special?
- How can you help to put your ideals into practice?
- How will an outside observer know that you are pursuing your vision?

A paper receiving full credit will have:

- Focused on the larger questions of education rather than the narrower topic of subject area (e.g. math, social studies, English)
- Reflected standard, formal rules of spelling, grammar, and style with no more than one error (e.g. sentence structure, pronoun-antecedent agreement, capitalization rules, verb tense, etc.)
- Indicated how the philosophy (belief) could be translated into practice (action) in the classroom.

This assignment will be graded using a rubric provided with the syllabus.

VII. Video Lesson Analysis

For this assignment, you will need to have someone video one of your exemplary lessons from start to finish. Please choose a one-day, self-contained lesson that spotlights your use of best teaching practices. The purpose of this assignment is to help you look at yourself in your new role as teacher and critique your strengths and weaknesses. Refrain from using a lesson on a spirit day (or something similar) when you do not appear in your best professional attire.

The videotape that you submit must be viewable in order to receive any video points for this assignment.

All lessons must have:

- ⇒ Direct instruction as well as indirect and interactive elements to the lesson – please see page 51 in your Student Teaching Handbook for an explanation
- ⇒ An original lesson plan – you are not allowed to use pre-made lessons like Everyday Math
- ⇒ **ALL** components of the lesson plan model (page 17), including a stated/ written objective(s) and a full closure

Submit, in a large envelope that bears your name and seminar instructor's name:

- a copy of the lesson plan, using the format on pages 17 of this handbook, upon which the videotape is based
- Your responses to Activity 6.2 “Nobody’s Perfect” which can be found on the last two pages of the handbook
- Your labeled recorded videotape, CD, or DVD
- A *reflective* narrative of what you perceive as your three greatest strengths and your three greatest weaknesses thus far. In writing this, you should use both what you see in the video AND your perceptions and supervisor/cooperating teacher feedback as to your abilities to this point in your preparation. Your reflection assignment needs to focus on the broader issues of your teaching, not the points (mannerisms) listed on Nobody’s Perfect.

****NOTE** – You **MUST** submit your taped lesson so that your instructor can view the tape, CD, or DVD without the need for additional equipment. If necessary, you **MUST** include an adapter. Please clear the appropriate format with your instructor well in advance of the assignment due date. Failure to do so could result in grade deduction if the lesson is not in a viewable format.

This assignment is worth 100 points and will be graded using a rubric provided with the syllabus:

- | | |
|------------------------|-----------|
| • The video | 60 points |
| • Lesson Plan | 10 points |
| • Reflective Narrative | 25 points |
| • Nobody’s Perfect | 5 points |

VIII. Reflections on Student Teaching

Directions: Please prepare a 4-5 page reflective narrative of your student teaching field experience. Be sure to discuss at least three (3) "lessons" about your experience. You are welcome to include more than three. Attempt to think broadly as you reflect; there are different types of "lessons" (emotional, social, pedagogical, content-related, etc.) as well as positive and negative "learning." Do keep in mind that this paper will be included in your portfolio. "Negative" experiences need to be related as objectively as possible, without specific name references and certainly without inappropriate language. This assignment will be graded using a rubric provided with the syllabus.

IX. "Swap Shop" Presentation

Directions: Please select an original strategy or technique that has been a "winner" for you in your student teaching experience. You might consider a motivational exercise/activity, a specific teaching strategy, a disciplinary or management technique or process, etc. Write up a clear description and analysis/evaluation of your selection, being sure to include your name, the course(s) and/or grade levels in which it was used.

Prepare sufficient copies for everyone in your seminar class. During Session #8, when you arrive to class, please place your set of copies on one of the desks in the front of the classroom. Each class member will then assemble a full set of "swapped" ideas. You will be asked to speak briefly to the group about your selection.

X. Portfolio

Your portfolio is a record of your student teaching experience, and should serve as an example of your talents and teaching competencies. It should accompany you when you interview for positions. Since you have decided to become a teacher, you are probably organized, creative, and able to develop strategies to effectively communicate important information to others. These are the skills you need to prepare an attractive, professional portfolio.

To a large degree, the portfolio is a compilation of what you have produced already. The only new items for inclusion, *at this point*, are the Title Page, the Table of Contents, the Professional Article Summary, the Standards Summary, and any enhancements that you might have chosen to include. Of course, your choice of binder, dividers, etc. will depend upon your creativity. The portfolio must be in an attractive and functional binder if it is to capture the attention of potential employers.

Directions. Using the binder you were to have purchased early on in the course, create and assemble a portfolio which includes each of the following elements, in the order specified below.

1. **Binder Cover** – At minimum, this should at least contain your name and a title (Teaching Portfolio, etc.). You may elect to also include some of the elements described in #2 below.
2. **Title Page** - Your name, address, phone #, school and school district, grade level(s), subject(s)
3. **Table of Contents** -page numbers/letters should refer to section dividers
4. **Résumé**

5. **Cover Letter**
6. **Philosophy of Education**
- 7./8. **Two to three outstanding lesson plans:** Each lesson inserted should include a model lesson plan (page 17), pertinent items used to teach that lesson, and one to two examples of student work (not a completed worksheet – this should be something that is student created).
9. **Standards Summary** - Using one lesson plan that you submit for #7, write a one page explanation of which standards from the New Jersey Professional Standards for Teachers (Appendix A) you utilized in your lesson and a description of what you did in your lesson meet each standard.
10. **Your most outstanding classroom evaluation form** -printed from either your Cooperating Teacher, your University Supervisor, or a school administrator evaluation form
11. **One outstanding letter of recommendation**
12. **Visual Display**
13. **Professional Article and Summary**
14. **Reflections on Student Teaching**
15. **Enhancements that you might choose to include** *Examples: Praxis II scores, awards and honors, etc.*

The point value of the Portfolio is 100. The fifteen above items must be included. For each item, you will receive 1 point, for a total of 15. There is also a specified order. If all items are in order, you will receive an additional 10 points. The overall appearance/presentation will be worth 30 points. Twenty of the remaining points will be used to reward you for *making corrections to your graded, returned assignments* (résumé, cover letter, philosophy of education, visual display commentary, and reflections on student teaching). The two new assignments to be included in the portfolio, the Standards Summary and the Professional Article and Summary, will comprise the remaining 25 points, 15 and 10 points respectively. Please submit both copies of all previously graded assignments – place the self-corrected copy without grades or comments on top and place the instructor-graded copy with grades and comments behind it. A breakdown of these point values is also included in the Seminar course syllabus.

When assembling the pages in your portfolio, plastic sheet protectors and heavyweight section dividers work well - just make sure that a potential interviewer does not have to remove a document to read all of its pages. Please make absolutely certain that labels on dividers and photographs are secure. If they fall off/out, your hard labeling work will be for naught. Your portfolio is truly a work in progress. When the course is over and you are out "on your own" interviewing for positions, you will more than likely wish to add sections to the portfolio. One important addition will be a photocopy of your teaching certificate. Other possibilities will be suggested during seminar class.

This assignment will be graded using a rubric provided with the syllabus.

Activity *Nobody's Perfect*

Context: Have you ever watched a videotape of yourself teaching a lesson, presenting some information, or accepting an honor? What were the first things you noticed? Your appearance? Your mannerisms? The sound of your voice? Some linguists contend that the words we speak express only about 35 percent of our messages and the rest is conveyed nonverbally by our facial expressions, our body language, the tone, volume, and rate of our voice - even by the clothes we wear! Are you aware of how you communicate with your students, peers, and colleagues? How is it possible to self-assess and evaluate this indispensable teaching skill?

Purpose: Through this activity you will identify the barriers to effective communication.

Directions

- Read through this list of communication distracters.
- Videotape yourself teaching.
- Now watch the videotape and mark (✓) any of the distracters that you demonstrated during the videotaped lesson. Provide specific examples.
- Remember, nobody's perfect!

1. _____ My voice is sometimes too loud, too soft, or too muffled for the situation.
I did this when _____

2. _____ I overuse a certain expression such "like" or "okay."
I frequently used the expression _____. I said it _____ times.

3. _____ I need to avoid slang expressions such as "listen up" or "you guys."
I used these slang expressions: _____

4. _____ I need to use standard English rather than words such as "gonna" or "had went."
The words I need to work on are: _____

5. _____ I have a physical mannerism that may be annoying because I use it too often.
I kept doing this: _____

6. _____ I need to say "please" "thank you" and/ or "excuse me" more often.
I omitted this when: _____

7. _____ I need to use students' first names more often
I did not call students by their first names _____ times.

8. _____ I need to get students' attention without shouting at them.
I could do this by: _____
9. _____ I need to use facial expressions to show that I am actively listening.
I could have: _____
10. _____ I need to smile more to show students that I enjoy teaching them and am confident. I smiled only in these situations:

11. _____ I need to move around the classroom more. My usual movement pattern was:

12. _____ I need to develop a "teacher voice" that differs from my more casual conversational style. I could have used a "teacher voice" in this situation:

13. _____ I dress more casually than the teachers in this building. I may have given the impression that _____
14. _____ I need to address students on both sides of the room as well as in the front and back of the room. I directed most of my teaching to

15. _____ I need to change the pace and inflection of my voice. I need to do this especially when _____