

The Richard Stockton College of New Jersey

***School of Education
Student Teaching Handbook
2010-2011***

**PO Box 195
Pomona, NJ 08240-0195
Office: H 201**

Phone: (609)652-4688 Fax: (609)626-5528

Joseph J. Marchetti, Ph.D.
Interim Dean of Education
Joseph.Marchetti@stockton.edu

Craig H. Myrtetus
Assistant Dean of Education
Craig.Myrtetus@stockton.edu

Andre Joyner
Assistant Director School of Education
Coordinator of Field and Student Teaching Placements
Andre.Joyner@stockton.edu

Nancy Fiedler
Assistant Director School of Education
Admissions Advisor
Nancy.Fiedler@stockton.edu

Norma Boakes, Ed. D.
Program Coordinator
Associate Professor of Education
Norma.Boakes@stockton.edu

Student Teaching Handbook
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Introduction

The faculty and administration in the School of Education take the responsibility of preparing competent, qualified, and caring teachers very seriously. Our overall goal is to assist our students in becoming the most effective teachers possible. Student teachers must demonstrate proficiency in multiple aspects of the eleven *New Jersey Professional Standards for Teachers* (Appendix L) at a level acceptable for a novice teacher.

A student teacher's performance and conduct during this phase of training aids us in determining if the student teacher is worthy of a career that nurtures the academic, social, and emotional development of school-age children. This handbook was written to aid students, cooperating teachers, college supervisors, and school administrators as a means to the preceding overall goal.

The Student Teaching Handbook guidelines are designed to present a common set of understandings about the normally accepted practices and procedures governing Student Teaching. It is also a way of supplying our student teachers with information relating to the School of Education policies and procedures. Keep it as a reference. The Handbook is divided into sections concerning the obligations and activities of the student teacher, the cooperating teacher, and the *College* supervisor. Appendices contain sample forms and other useful information. It is recommended that student teacher candidates review the entire booklet. It is important to understand the function of all participants in the student teaching experience.

The School of Education remains ready to help make the student teaching experience rewarding and successful for all participants in the process. Please contact our office at 652-4688 with any questions or concerns you may have regarding Student Teaching.

Mission of the Teacher Education Program

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

Accreditation

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

Student Teaching Program Requirements

1) *Criminal History Background Check*

Prior to placement in any form of School of Education fieldwork, a student must successfully complete the NJDOE required Criminal History Review Process and have documentation of the review on file with the Stockton School of Education. A valid NJ Substitute Teacher Certificate is accepted as documentation of this process

Candidates will complete a Criminal History Review Authorization Form, which must be witnessed, notarized and submitted to the School of Education. ***Please note: a criminal record may preclude teacher certification or entrance into a teacher preparation program.***

Prior to *placement*, all candidates must pass a state approved background check which includes fingerprinting through *the State of New Jersey's contracted service provider*. See the following link for more information: <http://www.state.nj.us/njded/educators/crimhist/>

2) *State of New Jersey Health Exam Requirement*

According to New Jersey Education Code (6A:9-5.9) candidates for instructional certificates shall pass an examination in physiology, hygiene, and substance abuse issues. Candidates who have completed basic military training or other appropriate coursework in human biology, health, or nutrition may be exempt from this exam. However, an exam is offered free of charge on campus each semester and candidates are encouraged to pass the exam. The state health test is also administered through the office of any county school superintendent.

3) *Certification Exam Requirements*

Praxis Requirements and Other State-Mandated Testing Requirements

Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching. Elementary certification candidates who request a middle school placement must pass the Elementary K-5 Praxis II AND the Praxis II for the specialization area [LAL; Science; Math; Social Studies] in which they want to student teach.



The deadline to file passing Praxis II scores with the School of Education is May 15 for an upcoming FALL semester student teaching placement and November 1 for an upcoming SPRING semester student teaching placement.

World Languages certification and ESL/BE endorsements require ACTFL (American Council on the Teaching of Foreign Languages) exams. Other certification exams may be required by the New Jersey Department of Education.

Candidates for student teaching and certification should consult with the staff of the School of Education to confirm that they are taking the appropriate tests for the certification.

Registering for the Praxis II:

Item #12 is *Agencies to Receive Score Reports*. Stockton is one of the agencies that must receive your scores directly from ETS. Use this agency code on your registration form: *R 2889 Richard Stockton College*.

The state of New Jersey must also receive a direct report of your scores from ETS, as certification cannot be issued by the state without direct scores that indicate the name and *social security number* of the applicant. Tests taken in NJ are automatically sent to the state of New Jersey. If you take the test outside New Jersey, you must put agency code *R 7666 NJ Department of Education* in addition to the Stockton code.

- For more information on Praxis exams, consult www.ets.org and follow the links for Praxis II.
- For more information on the ACTFL exams, consult the following link: <http://www.actfl.org/i4a/pages/index.cfm?pageid=3348>.
- For the latest information on the tests required for certification by the State of New Jersey, follow this link: <http://www.nj.gov/education/educators/license/1112.pdf>

4) *Course Requirements*

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

Certification Semester [12 credits]

- EDUC 4990 Student Teaching [10]
- EDUC 4991 Student Teaching Seminar [2]

Student Teaching EDUC 4990

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

Student Teaching Seminar EDUC 4991

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

the classroom. By providing a forum for sharing common concerns and ideas, student teachers receive validation and inspiration from the instructors as well as other student teachers.

5) Program Course Requirements, Grading, Retention Standards, and State Standards

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

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



Only content courses with grades of C or better may be applied toward certification.

Students must earn a grade of a B minus (B-) or higher in Educational Psychology and in each course in the professional education sequence of courses (the Introductory, Intermediate, and Student Teaching Semesters).

Once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching). This includes both Student Teaching and the Student Teaching Seminar.

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

In addition, teacher candidates are required to subscribe to ***TaskStream***—an online service that facilitates instructional planning and communication with faculty and fellow students during the professional education sequence of courses. TaskStream will also be vital in the development of teaching portfolios.

Part I

Guidelines for the Student Teacher

Student Teaching Placements

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



The deadline to file passing Praxis II scores with the School of Education is May 15 for an upcoming FALL semester student teaching placement and November 1 for an upcoming SPRING semester student teaching placement.

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

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

Suggested Practices—*Before Student Teaching*

1. Plan to attend a conference at Stockton to discuss expectations, procedures, evaluations and schedules before student teaching begins.
2. Make an appointment to meet with your cooperating teacher to discuss placement, schedule and other issues of importance
3. Obtain copies of appropriate items and become familiar with:
 - a. The school's administrative structure
 - b. The time school begins and ends each day
 - c. The cooperating teacher's daily schedule
 - d. The materials (textbook, curriculum, guides, etc.) that you will use during student teaching
 - e. The policy the cooperating teacher will want you to follow with respect to the preparation of lesson plans and classroom procedures
 - f. The rules for students
 - g. The professional responsibilities of teachers

4. Obtain a copy of your proposed teaching schedule including name of class, level and/or grade, room number, and class start and end times. Indicate the sequence in which you will take over subjects or classes. ***Send one copy of this teaching schedule and class take-over sequence to your college supervisor and one copy to the School of Education at Stockton College.***

5. Obtain a copy of the school calendar. ***Send a copy of the school calendar to your college supervisor and one copy to the School of Education at Richard Stockton College.***

Mail both the schedule and the school calendar to this address:

**Mr. Andre Joyner
The Richard Stockton College of New Jersey
School of Education - H201
Box 195
Pomona, New Jersey 08240-9920**

Sample Student Teaching Schedule

The following sample may be used as a guideline by the cooperating teacher, the college supervisor and the student teacher to develop a schedule that will provide a successful student teaching experience.

1. Week One

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

2. Weeks Two - Three

1. Discuss with the cooperating teacher possibilities for special involvement within school/district
2. Assist and increase responsibility of daily routines
3. Plan and teach one or two classes/subjects
4. Confer daily with the cooperating teacher(s)
5. Use Stockton's lesson plan form for each new class/subject for at least the first two weeks

3. Weeks Four – Five

1. Increase planning and teaching to three classes/subjects
2. Assume responsibility for daily routines
3. Increase and continue other activities
4. Evaluate progress with cooperating teacher

4. Weeks Six – Seven

1. Increase planning and teaching to four classes/subjects
2. Continue other activities
3. Prepare for mid-term evaluation
4. Plan to demonstrate or improve performance in any area where competency is not yet acquired

5. Weeks Eight - Nine

1. Increase planning and teaching to five classes/subjects
2. Assume nearly all the duties and responsibilities of the cooperating teacher

6. Weeks Ten to Fifteen

1. Function as the full-time classroom teacher
2. Discuss with the cooperating teacher plans to facilitate the return of classroom responsibility to the cooperating teacher
3. Complete Student Teacher Self Evaluation Form
4. Prepare for the Final Evaluation

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

Professional Conduct

A. *General Comments:*

1. Refer to the Code of Ethics (Appendix J) as a guide to professional conduct.
2. Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, college supervisor, and the School of Education faculty. Rumors and statements based on misconceptions or half-truths can cause embarrassment to the school community, the School of Education, the college, and to the student teacher.
3. Do not contact or interact with students in any way outside of the classroom or school setting. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed.
4. If a student makes any attempt to interact with you in any way outside of the academic setting, including online email or social networking, do not respond. Report the attempted contact to your cooperating teacher, fieldwork instructor, and program coordinator immediately.
5. Do not use any personal electronic devices while you are engaged in your student teaching activities. *This includes texting while in the classroom.*
6. Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code.
7. Always use appropriate professional language.
8. In the public schools, students do not call teachers by their first name. As a professional educator, the student teacher should always be addressed as Mrs., Ms., Mr., or whatever title is appropriate.
9. Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc.
10. Follow the school's procedures for check -in upon entering or leaving the building.
11. Expect continued analysis of your classroom performance by experienced educators. Accepting constructive criticism without defensiveness and incorporating that feedback into future lessons is an essential part of your own professional development. Reflect on your classroom experiences and continually evaluate the effects of your instructional choices and classroom management techniques.

B. *Attendance:*

1. Be present and prepared every day.

2. *In the case of emergency, always notify the school office, the college supervisor, and the cooperating teacher BEFORE the beginning of the school day if you will be absent.*
3. Always have emergency lesson plans available. Work with your cooperating teacher regarding the development of these plans.
4. Follow the school's district's calendar. This includes all holidays and vacation days, regardless of whether or not they are the same as Stockton's. Take special note of the district's emergency closing procedures.
5. **All absences must be made up.**

Interactions with School Students: Cautionary Notes

Stockton teacher candidates are not to engage in any form of social networking or non-professional contact with school students in student teaching sites either inside or outside of the academic student teaching setting. Teacher candidates must maintain professionalism in working with school students, as per NJPST Standard 11.

If a school student makes any attempt to interact with a student teacher in any way outside of the academic setting, including via email, texting, or online social networking sites, the attempted contact *must* be reported to the cooperating teacher, fieldwork instructor, and program coordinator by the Stockton teacher candidate.

Employment/Extra-Curricular Activities

1. It is understood that during the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as coaches or substitute teachers).
2. It is understood that if a student teacher chaperones student trips or assists with sports or other extra-curricular activities, that formal approval must be given by the school administrator and that the student teacher must always be accompanied by a certified district teacher. The student teacher must serve without remuneration.
3. It is understood that student teaching is a full semester experience that requires additional time out of school to prepare lessons, mark papers, etc. *Students must ensure that personal obligations, such as employment, do not interfere with the success of student teaching. Working, even part-time, may negatively affect classroom performance and pupil progress.*



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

Special Problems

1. Contact the Dean of Education for instructions if there is a strike or job action at your school.
2. A student teacher who is involved in any situation or incident where legal action is possible, and/or is a witness or party to the situation or incident, must report this to the Dean of Education *immediately*.
3. If any problems arise that the student teacher and the cooperating teacher(s) cannot resolve, the student teacher must contact the college supervisor who - in turn - will contact the Assistant Director of Education.
4. Occasionally, a student is unable to meet the performance standards of student teaching or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the student teaching experience should be discussed with the college supervisor and the Dean of Education.

Completion of Student Teaching and State Certification

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



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

As with all other Professional Education Requirements, once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching). This includes both Student Teaching and the Student Teaching Seminar.

Exit Interview

Individual interviews are held after the conclusion of student teaching and following graduation, when all final grades have been entered on the official Stockton transcript. At this mandatory session, students meet with the assistant dean (Stockton's Certification Authorizing Officer) to ensure that their applications for certification are properly prepared for submission to the New Jersey Department of Education.

After the application is approved by the School of Education and after clearance from the College to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton. This submission requires numerous checks and balances on our part, including reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and inputting all the data into the State's computerized system.

Failure to attend an Exit Interview will cause a delay in having an individual's licensure application forwarded to the NJDOE.

Receipt of the Certificate

Students may anticipate receiving the Certificate of Eligibility with Advanced Standing (CEAS) from the NJDOE within two months of the submission.

New Jersey Certification

A candidate must pass content area exams mandated by the New Jersey Department of Education prior to the issuance of a state certificate. Successful completion of all requirements of the Stockton Education Program entitles the student to a New Jersey Certificate of Eligibility with

Advanced Standing (CEAS). The advanced standing status indicates that the certificate holder has completed a state-approved education program.

The holder of this certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are currently more than 40 states involved to some degree in certification reciprocity. After a year of successful teaching with mentoring in a New Jersey public school district, the holder of a CEAS will be eligible for a New Jersey Standard Certificate.

Part II

Guidelines for Cooperating Teachers

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

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

The cooperating teacher--

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

Prior to the beginning of the student teaching experience, the student teacher is expected to meet with you to obtain information and to develop a schedule in consultation with you.

Suggested and Required Practices

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

I. General Guidelines

A. Orient the Student Teacher to the School Community

Assist the student teacher in becoming part of the school community. Introduce him/her to the students and the faculty. If you can, please make the parents aware of the new face in the classroom.

As much as you can, smooth the transition for the student teacher to become a professional educator.

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

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

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

All master teachers know the policies and procedures that are followed in the school - *both written and unwritten*. Be sure that the student teacher is aware of both the written and unwritten policies and procedures.

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

1. Assist the student teacher to become acclimated to the school facility. Find a location (desk and cabinet) where the student teacher can work and keep personal and professional materials. Identify those areas of the building that are for staff use only. Point out rest room facilities, cafeteria, parking areas, etc.
2. Assist the student teacher to become acclimated to the school philosophy, rules, and procedures.

C. Guide the Student Teacher in Planning and Teaching Lessons

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

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

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

D. Support the Student teacher in Building a Repertoire of Classroom Management Skills

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

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

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

II. Assuming the Responsibility for the Classroom

- A. Prior to the first week, discuss with your student teacher which subjects/classes will be taken over and in which order. You, the college supervisor, and the student teacher may need to revise to meet unexpected situations or conditions. For a copy of a sample schedule, see Appendix 1.
- B. Reach an understanding early with the student teacher concerning the form and due dates for lesson plans and unit plans. See Appendix 1 for a sample *Lesson Plan Outline*.
- C. Specify what units of work are to be covered during the time the student teacher is in charge of your class/classes. Reach a clear understanding of what you would like your class/classes to accomplish during the student teaching experience.
- D. It is understood that during the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as coaches or substitute teachers).
- E. It is understood that if a student teacher chaperones student trips or assists with sports or other extra-curricular activities, that formal approval must be given by the school administrator and that the student teacher must always be accompanied by a certified district teacher. The student teacher must serve without remuneration

III. Observations by the College Supervisor

- A. The School of Education will assign one college supervisor to work with the student teacher. This supervisor will make a minimum of seven bi-weekly visits. An additional observation may be made by a School of Education faculty member.
- B. When a college supervisor from Stockton is at the school observing the student teacher, please consult with him/her and share your evaluation of the student and the student's progress. Be candid in your assessment of the strengths and weaknesses and report problems that the supervisor can help solve. *Please discuss criticisms and problems as they arise during the semester.* It is not necessary for you to stay in the classroom during the college supervisor's observation of the student teacher.
- C. If a situation arises that requires discussion with the college supervisor, feel free to contact the School of Education if you are unable to reach the college supervisor.

IV. Formal Evaluation Procedures

- A. We ask that you complete four *formal* evaluations of the student teacher. If you wish to complete more than four evaluations of your student teacher, please make copies of the form provided to you.
1. Feel free to make comments in the appropriate section of the forms, or you may attach a separate letter if you prefer.
 2. Discuss the ratings and comments with the student teacher before the evaluation form is given to the college supervisor; the student teacher should sign the form at the bottom. You are urged to discuss these ratings with the student before the form is completed.
 3. The college supervisor may indicate specific dates by which the evaluation forms must be completed and submitted. These dates are meant to coincide with planned visits of the college supervisor who will want to read your report before observing the student teacher. Normally, the evaluations should take place at the end of three weeks, six weeks, nine weeks, and twelve weeks of student teaching.
 4. Make two photocopies of the evaluation form. The *original* evaluation should be given to the college supervisor, while copies should be provided for the student teacher, and one photocopy should be retained by you.
- B. In no way should these formal evaluative procedures supplant the regular daily debriefing and discussions with the student teacher.
- C. ***Important Note on Grading:*** The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification.
- D. The grade will be determined by the college supervisor after consultation with the cooperating teacher. The final determination of a grade for student teaching rests with college supervisor.

V. Honorarium Payment

An Honorarium Form will be provided for you by the School of Education when you receive copies of the student teacher evaluation forms (STCRF). Please complete the Honorarium Form and *return it to the School of Education as soon as possible at the address below*. You will receive the Honorarium Payment at the completion of the semester.

Mail both the schedule and the school calendar to this address:
Mr. Andre Joyner
The Richard Stockton College of New Jersey
School of Education - H201
Box 195
Pomona, New Jersey 08240-9920

VI. Other Important Information

If you need assistance, consult with the college supervisor or call the Assistant Director School of Education for Field Placements in the School of Education at Stockton College at (609) 652-4688.

Part III

Guidelines for the College Supervisor

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

The college supervisor

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

Suggested and Required Practices

I. Before Student Teaching

- A. Confer with the student teacher to clarify procedures and to develop a rapport before the student teacher leaves campus to begin student teaching.
- B. Make sure the student teacher has the necessary information to make contact with you.

II. Supervision of the Student Teacher

- A. Consider the cooperating teacher's philosophy of teaching and instructional techniques.
- B. Visit the school and your cooperating teacher(s) prior to student teaching.
- C. Plan bi-weekly visits (minimum of seven) to observe the student teacher.
 1. Coordinate your visits with the School of Education by submitting a schedule of visit dates.
 2. During the semester, the Dean of Education or another supervisor from the college may also visit the student teacher.

3. If a student teacher is experiencing difficulty, additional visits may be necessary. Notify the School of Education if additional visits are necessary, giving the date(s) and reason(s).
- D. Notify the principal's office of your presence in the school on each visit.
 - E. Confer with the principal, department chairperson, supervisor or other designated administrator frequently, if possible.
 - F. Stay as long as possible on each school visit in order to observe the student teacher's classes.
 - G. The written evaluations must be more than descriptive in nature. Suggestions should be given on each evaluation noting improvement in the particular lesson observed. Copies of written evaluations should be given to the student teacher no later than the next visitation date. See Appendix 2 for a copy for the College Supervisor's Evaluation Form.
 - H. On each visit check the lesson plans, teaching units, instructional materials, tests, that the student teacher has made and provide comments where appropriate.
 - I. The final grade will be determined by the college supervisor in consultation with the cooperating teacher.

III. Responsibilities to the School of Education

- A. You are asked to make a minimum of seven visits. The first observation should occur within the first week or so of the experience. This initial visit is to acquaint you with the school and cooperating teacher. We ask that you complete a College Supervisor Evaluation Form detailing issue, topics, and items covered during this observation. This meeting should involve you, the student teacher, and the cooperating teacher. If possible, the building principal may be asked to participate.
- B. After your second, third, fourth, fifth, sixth, and seventh observation, please complete and return the required CSEF to the School of Education (see sample Appendix 2). It is very important that these forms be returned as soon as possible after each evaluation. After the fourth and final visit we ask that you complete the *Mid-Term Report and Final Grade Report*. Both the mid-term and final report should be shared with the student and cooperating teacher.
- C. Supervisors are responsible to remind student teachers of the Student Teacher Self-Evaluation Form (Appendix 4) that must be completed before the seventh and final visit. This form is to be given to the student teacher during the sixth visit (see instructions on form). Furthermore, we ask supervisors to complete the Summary Interview Form (Appendix 5). This form is designed as an outline to promote discussion between the supervisor and cooperating teacher during the seventh and final observation. Both forms are to be used by the supervisor to determine the final grade.
- D. If any problems arise, the college supervisor should call the School of Education at (609) 652-4688. The college supervisor should feel free to discuss a problem, even

after the first supervisory visit, should he/she sense that there will be difficulty in resolving it satisfactorily. Serious problems should be documented in writing and ,if warranted, a student teaching experience may be discontinued or terminated. Please see Part IV.

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

Part IV

Student Teaching Termination

Definition

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

Policy

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

Reasonable Cause

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

Procedure

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

Charges for Incurred Expenses

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

Grading/Withdrawal

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

Part V

Policies on Grading

The final grade for student teaching is given by the college supervisor in consultation with the cooperating teacher. The following items are considered in determining the final grade:

1. Development of competencies required for the first year of teaching
2. Minimum of seven written evaluations by the college supervisor
3. *Mid-Term* and *Final* Evaluation completed by the college supervisor and cooperating teacher, Dean School of Education or designee
4. Minimum of four written evaluations by the cooperating teacher(s) and, if available, other administrators at the school site
5. *Student Teacher Self-Evaluation* completed by the student teacher
6. Completion of required paperwork and assignments for the college supervisor including but not limited to the following:
 - a. Lesson plans – in the format required by the college or school/district
 - b. Unit plans – in the format required by the college or school district
 - c. Portfolio, student teaching notebook, or folder (consult with college supervisor for requirements)
 - d. Videotape and/or audio tape (desirable, but not required)
7. Fulfillment of professional responsibilities, including but not limited to the following:
 - a. Personal appearance,
 - b. Attendance during student teaching
 - c. Meeting professional obligations at the school site including timely submission of grades, student attendance, student progress reports, discipline reports, lesson plans,.
 - d. Relationship with school administration, faculty, and staff
 - e. Relationship with the college supervisor and other college personnel involved in the student teaching experience
 - f. Relationship with students
 - g. Relationship with parents
 - h. Relationship with the members of the community
8. *Important Notes on Grading*
 - a. The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the student will be permitted to repeat Student Teaching.
 - b. As with all other Professional Education Requirements, once admitted into the Teacher Education Program, a student may not register for a course in the Professional Education Requirements more than 2 times (Introductory, Intermediate, or Student Teaching). This includes both Student Teaching and the Student Teaching Seminar.
 - c. The grade will be determined by the college supervisor after consultation with the cooperating teacher.

Appendix 1

Sample Lesson Plan

TaskStream
www.taskstream.com

BACKGROUND INFORMATION

Subject(s):

None

Topic or Unit of Study:

Grade/Level:

Goal(s):

Objective:

IMPLEMENTATION

Purpose:

Procedure:

Sample Student Products:

Model(s) of Instruction:

Time Allotment:

Author's Comments & Reflections:

MATERIALS AND RESOURCES

Instructional Materials:

Resources:

STANDARDS & ASSESSMENTS

Standards:

Assessment Plan:

Appendix 2

STOCKTON COLLEGE
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SCHOOL OF EDUCATION
PO Box 195 Pomona NJ 08240-0195
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: andre.joyner@stockton.edu

COLLEGE SUPERVISOR'S EVALUATION FORM (CSEF)
Copies of this form are provided to the Cooperating Teacher by the School of Education.

I have visited: _____ who is teaching: _____
at: _____ School District: _____
Cooperating Teacher: _____ Principal: _____
This is Visit number: _____ Date of visit: _____ Length of visit: _____

I observed: _____

Student's Strengths: _____

Areas Needing Improvement: _____

Comments: _____

I have discussed this evaluation with: _____ the cooperating teacher
_____ the student teacher
_____ the school administrator: _____
_____ the Dean School of Education

Signature of Supervisor _____ Date: _____
Return the original to the Dean School of Education. Please keep a copy for your files and give one to the student

Appendix 4

STOCKTON COLLEGE

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SCHOOL OF EDUCATION
PO Box 195 Pomona NJ 08240-0195
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: andre.joyner@stockton.edu

STUDENT TEACHER SELF-EVALUATION FORM

Date _____

Student Teacher _____ College Supervisor _____

Cooperating Teacher _____ School District _____

Directions:

- After completing many weeks in a classroom setting as a student teacher, you are to reflect on your experience and complete this form
- You may use this form, the back, or another sheet of paper. But please, print/type clearly!!
- Please bring this form to your student teaching exit interview.

1. Briefly describe the best lesson you taught during your student teaching assignment and describe why you believe it was effective (if necessary, please attach a copy of the lesson plan).

2. List a few of what you consider to be the most creative/innovative techniques, strategies, methods, activities you used during your student teaching assignment.

3. Generally, what have you discovered your strengths as a prospective teacher to be?

4. Generally, in what areas do you feel you need further improvement or refinement?

Appendix 5

STOCKTON COLLEGE

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PO Box 195 Pomona NJ 08240-0195
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E-mail: andre.joyner@stockton.edu

**SUMMARY INTERVIEW BETWEEN THE SUPERVISOR AND THE COOPERATING
TEACHER**

Date _____

Student Teacher _____ College Supervisor _____

Cooperating Teacher _____ School District _____

This form is used by the College Supervisor to provide further insight in the formulation of a final grade.
Also, it will be used by the School of Education to assess the student teaching experience from
the prospective of the Cooperating Teacher.

Student Teacher

Strengths:

Areas in need of improvement/refinement:

Cooperating Teacher

Would you consider being a cooperating teacher in the future?

Program

Areas you feel the College should address that would improve the student teaching experience:

For Students:

For Cooperating Teachers:

Appendix 6

STOCKTON COLLEGE

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SCHOOL OF EDUCATION
PO Box 195 Pomona NJ 08240-0195
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: andre.joyner@stockton.edu

STUDENT TEACHER EVALUATION OF COOPERATING TEACHER

Student Teacher _____ Subject/Grade _____

Cooperating Teacher _____ College Supervisor _____

School District _____ Date of Evaluation _____

On a scale of 1-5 (5 being the highest) rate your cooperating teacher on the following:

- Provided me an orientation to the school, the classroom, the students and available resources. 1 2 3 4 5
- Guided me into my teaching responsibilities gradually. 1 2 3 4 5
- Demonstrated various teaching strategies, techniques, forms of assessment and management practices. 1 2 3 4 5
- Gave feedback on daily lesson plans and instruction. 1 2 3 4 5
- Helped me analyze a lesson to ensure a good match for student's needs, culture and environment. 1 2 3 4 5
- Encouraged me to develop my own teaching style. 1 2 3 4 5
- Accepted me as a professional colleague. 1 2 3 4 5

Comments:

Appendix 7

STOCKTON COLLEGE
THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

SCHOOL OF EDUCATION
PO Box 195 Pomona NJ 08240-0195
Phone: (609) 652-4688 Fax: (609) 626-5528
E-mail: andre.joyner@stockton.edu

STUDENT TEACHER EVALUATION OF COLLEGE SUPERVISOR

Student Teacher _____ Subject/Grade _____
Cooperating Teacher _____ College Supervisor _____
School District _____ Date of Evaluation _____

On a scale of 1-5 (5 being the highest) rate your college supervisor on the following:

- Had clear expectations regarding my work and performance. 1 2 3 4 5
- Provided prompt feedback on daily lesson plans and instruction. 1 2 3 4 5
- Demonstrated various teaching strategies, techniques, forms of assessment and management practices. 1 2 3 4 5
- Encouraged me to develop my own teaching style. 1 2 3 4 5
- Accessible for consultations. 1 2 3 4 5

Comments:

Appendix 8

NEA Code of Ethics of the Education Profession

Preamble

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

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

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

Principle I – Commitment to the Student

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

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

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

Principle II – Commitment to the Profession

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

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

In fulfillment of the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a 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 NEW 1975 Representative Assembly

Reprinted from the National Education Association (NEA) website
National Education Association * 1201 16th Street, NW * Washington, D.C. 20036 * (202) 833-4000 *
www.nea.org

Appendix 9

Reporting of Allegations of Child Abuse

The New Jersey Administration Code (6:29-9.2) requires that individuals who have reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse as defined under N.J.S.A. 9:6-8.9 shall immediately report to DYFS (Division of Youth and Family Services). DYFS accepts all reports of suspected child abuse and neglect and other referrals in writing, by telephone, and in person from all sources including identified sources, news, media, anonymous sources, sources which have incomplete information, and referrals from the child or parent his/herself.

Types of Abuse:

Physical, Sexual, Emotional, Neglect, and Abandonment

Classroom Signs:

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

Appendix 10

New Jersey Professional Teaching Standards Model Teaching Standards for Beginning Teachers Licensing and Development

1. Standard One: Subject Matter Knowledge. Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the matter accessible and meaningful to all students.
2. Standard Two: Human Growth and Development. Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.
3. Standard Three: Diverse Learners. Teachers shall understand the practice of culturally responsive teaching.
4. Standard Four: Instructional Planning and Strategies. Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.
5. Standard Five: Assessment. Teachers shall understand individual and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.
6. Standard Six: Learning Environment. Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. Standard Seven: Special Needs. Teachers shall adapt and modify instruction to accommodate the learning needs of all students.
8. Standard Eight: Communication. Teachers shall use knowledge of effective verbal, non-verbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.
9. Standard Nine: Collaboration and Partnership. Teachers shall build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
10. Standard Ten: Professional Development. Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.
11. Standard Eleven: Professional Responsibility. Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

Appendix 11

Stockton Components of Professional Practice

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

During Student Teaching, a supervisor and cooperating teacher guide each candidate toward demonstrating the tasks and dispositions expected of a novice teacher.

The performance of each student teacher is assessed and evaluated in each of the four domains of the Stockton Components of Professional Practice. These four domains outline the professional practices and responsibilities expected of a professional educator.

<p>Domain 1: Planning and Preparation</p> <p>Components</p> <ul style="list-style-type: none">1a) Demonstrating Knowledge of Content and pedagogy1b) Demonstrating Knowledge of Students1c) Selecting Instructional Goals1d) Demonstrating Knowledge of Resources1e) Designing Coherent Instruction1f) Assessing Student Learning	<p>Domain 2: Classroom Environment</p> <p>Components</p> <ul style="list-style-type: none">2a) Creating an Environment of Respect and Rapport2b) Establishing a Culture for Learning2c) Managing Classroom Procedures2d) Managing Student Behavior2e) Organizing Physical Space
<p>Domain 3: Instruction</p> <p>Components</p> <ul style="list-style-type: none">3a) Communicating Clearly and Accurately3b) Using Questioning and Discussion Techniques3c) Engaging Students in Learning3d) Providing Feedback to Students3e) Demonstrating Flexibility and Responsiveness	<p>Domain 4: Professional Responsibilities</p> <p>Components</p> <ul style="list-style-type: none">4a) Reflecting on Teaching4b) Maintaining Accurate Records4c) Communicating with Families4d) Contributing to the School and District4e) Growing and Developing Professionally4f) Showing Professionalism

The components of this model are fully explained in the pages that follow: