

**The Richard Stockton College of New Jersey**

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

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*Student Teaching*

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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**

Our mission is to help our students develop into competent, caring, qualified novice teachers.

To complete our mission we must ensure that our students demonstrate competence in the subject matter they will teach, apply the fundamentals of pedagogy, and develop caring teaching practices in diverse classroom settings.

## **Program Overview**

The School of Education Program is a post-baccalaureate certification program that prepares candidates to teach a wide range of subjects in grades K-12. The School of Education Program is a state accredited program that 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.

Students complete certification requirements either in conjunction with or following the completion of a non-education first bachelor's degree. Most program completers will earn a second Bachelor of Arts degree in Teacher Education by completing 32 or more credits beyond the first bachelor's degree; however, students may opt to complete only the certification requirements.

The School of Education offers programs leading to elementary teacher certification with middle grade specializations and secondary teacher certifications for subjects taught in grades 6-12.

Any middle school specialization requires a minimum of five subject area courses that cover multiple content standards. Choices for middle school specializations include:

- mathematics
- science
- language arts
- social studies

Any secondary subject certification requires a bachelor's degree or equivalent coursework in the subject. Choices for secondary certifications include:

- art
- biological science
- chemistry
- earth science
- physical science
- physics
- mathematics
- English
- social studies
- world languages

The School of Education also offers add-on endorsement programs for certified teachers in ESL at the undergraduate level and Teacher of Students with Disabilities at the graduate level.

Students just beginning college who are interested in the School of Education Program are encouraged to major in an academic subject area typically taught in public schools.

Students with majors or degrees in other subjects may have their transcripts audited and their coursework reconfigured into generic liberal arts degree-equivalents, in order to pursue elementary certification. State certification regulations define a “liberal arts degree” as any bachelor’s degree that includes 60 credits of liberal arts.

To officially apply to the School of Education Program students must be approaching senior status and reach a minimum of 96 earned credits during their application semester.

The first step for all students seeking teacher certification at Stockton is to attend an Information Workshop, held twice monthly, to explain the requirements, policies, and procedures of the program. To sign up for an Information Workshop, stop by the School of Education in H201, or call 609-652-4688 to reserve a spot.

The School of Education Program is a fieldwork intensive program requiring candidates to spend 200 hours observing, assisting, and practice teaching in public schools prior to a full-time student teaching semester. Students take a minimum of four semesters to complete all program requirements.

### **State Testing Requirements**

Prior to being placed for Student Teaching, a candidate must meet the NJDOE testing requirements for the initial certification area.

Beginning with students admitted to the program during the fall 2006, the School of Education requires that teacher candidates meet state testing requirements. All teacher candidates are encouraged to take required exams as soon as possible.

See these websites for more information—[New Jersey Praxis II Requirements for Certification](#); [NJDOE GPA and Certification Test Requirements](#); [NJ Language Testing Information](#).

### **Program Course Requirements and Standards**

All required courses in the School of Education Program 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 courses with grades of C or better may be applied toward certification. Students must earn a grade of a B- or better in educational psychology and each course in the professional education sequence of courses.

All students enrolled in required courses in the School of Education Program professional sequence are assessed using criteria and rubrics developed cooperatively by the School of

Education faculty based on program standards, goals, and objectives. The School of Education Program rubrics help ensure that all teacher candidates are competent and well qualified in all areas of knowledge, skills, and dispositions required for certification and for success as professional educators.

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. The School of Education reserves the right to officially place all student teacher candidates.

Many factors go into the decision of a school to accept a student for a student teaching placement. School administrators and prospective cooperating teachers often want to interview student teaching candidates. The decision is usually made at the building level, with the principal, supervisor/department chair, and prospective cooperating teacher(s) making the final recommendation. In most cases, the student is placed with one cooperating teacher. In some cases, two cooperating teachers are assigned to the student.

All placements must be approved by the local Board of Education. Normally, it takes three weeks to two months before an official confirmation of placement is given. When the placement is officially confirmed, the School of Education will notify the student. When confirmation is received, the student teacher should communicate directly with the cooperating teacher and follow the advice given in this manual.

#### **Student Teaching Enrollment**

As a student teacher, you are required to enroll in 12 credits. EDUC 4991-Student Teaching Seminar is 2 credits, and EDUC 4990-Student Teaching is 10 credits.

#### **Student Teaching Seminar**

The seminar is a scheduled bi-weekly (every other week) meeting related to becoming a more effective teacher. 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, sharpen, critique, and/or apply educational knowledge and skills that encompass the teaching profession. Topics include: classroom management strategies and instructional skills; professional portfolio design; and skills and procedures needed for

employment interviews. Also, this seminar provides opportunities for peer support and information.

### **Student Teaching**

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

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

- A. Have a conference with your college supervisor to discuss mutual expectations, procedures, evaluation schedules and other concerns.
- B. Meet with the cooperating teacher(s) and the principal or designated administrator by appointment to discuss your placement, teaching schedule, classes, and other obligations or issues of interest.
- C. Obtain copies of appropriate items and become familiar with:
  - 1. the school's administrative structure.
  - 2. the time school begins and ends each day.
  - 3. the cooperating teacher's daily schedule.
  - 4. the materials (textbook, curriculum, guides, etc.) that you will use during student teaching.
  - 5. the policy the cooperating teacher will want you to follow with respect to the preparation of lesson plans and classroom procedures.
  - 6. rules for students.
  - 7. professional responsibilities of teachers.
- D. 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.*
- E. 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.*

#### **Sample Student Teaching Schedule**

The following outline provides the cooperating teacher, student teacher, and college supervisor with a tentative schedule to follow during the experience. Together, the cooperating teacher and student should develop a schedule that is conducive to a successful experience.

##### **I. Week One**

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

**II.** Weeks Two - Three

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

**III.** Weeks Four – Five

- Increase planning and teaching to three classes/subjects
- Assume responsibility of daily routines
- Increase and continue other activities
- Evaluate progress with cooperating teacher

**IV.** Weeks Six – Seven

- Increase planning and teaching to four classes/subjects
- Continue other activities
- Prepare for Mid-Term evaluation
- Plan to demonstrate or improve performance in any competencies not yet acquired

**V.** Weeks Eight - Nine

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

**VI.** Weeks Ten to Fifteen

- Assume function as the full-time classroom teacher
- Discuss with the cooperating teacher plans to facilitate the return of classroom responsibility to the cooperating teacher
- Complete Student Teacher Self Evaluation Form
- Prepare for 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. While the School of Education believes that it is important for students to have the experience of being alone with students for significant periods of time, this does not preclude student teachers and cooperating teachers from working together in joint programs such as team teaching, small group and individualized instruction, etc. These cooperative ventures can enrich and broaden the student teaching experience, as well as provide students with more individualized teaching.

## **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 you the student teacher.
3. Always wear proper professional attire. Teachers serve as models of good personal habits and grooming. Many schools expect men to wear sport jackets and ties, and women to wear skirts, slacks or dresses.
4. Always use appropriate professional language.
5. In the public schools, students do not call teachers by their first name. As a professional, the student teacher should always be addressed as “Mr.,” “Ms.,” or whatever proper title is appropriate.

### **B. Attendance. *Always notify the school office, the college supervisor and the cooperating teacher BEFORE the beginning of the school day if you cannot attend.***

1. Your absence interrupts the continuity of instruction. Keep absences at a minimum. Student teachers are expected to meet the same attendance requirements as in-service teachers. Normally, in-service teachers are allotted days *per year* for absences due to illness, a few days for personal and professional use, and if needed, days for death in the immediate family.
2. You should always have emergency lesson plans available. Check with your cooperating teacher to determine the form that these plans should take.
3. Students are to follow their cooperating teacher’s schedule, e.g. day, week, semester.
4. Keep your college supervisor informed of any changes in your schedule.

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

It is understood that during the period of student teaching, student teachers are not to be employed by the school district in any capacity (including as coaches) or assigned as substitute teachers except in cases of emergency when substitute teachers are not available and then only under the following conditions:

1. for a period of no more than one day;
2. only for the cooperating teacher(s) with whom the student is assigned;
3. without remuneration.

Exceptions may be permitted by mutual agreement between the School of Education and the school administrator.

- E. It is understood that if student teachers chaperone student trips or assist with sports or other extra-curricular activities, that formal approval must be given by the school administrator with an indication in writing as to the permitted level of participation by the student teacher, and that the student teacher must serve without remuneration. Exceptions may be permitted by mutual agreement between the School of Education and the school administrator.
- F. 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 should be able to make sure that personal obligations, including employment, do not interfere with the success of student teaching.

### **Special Problems**

- A. Contact the Dean School of Education for instructions if there is a strike or job action at your school. Generally, the student teacher should not participate.
- B. If you are involved in any situation or incident where legal action is possible, and you are a witness or party to the situation or incident, report this to the Dean School of Education within twenty-four hours of the occurrence.
- C. If any problems arise that you and your cooperating teacher(s) cannot resolve, contact the college supervisor who should then contact the Assistant Director School of Education, if necessary.
- D. 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 is not without consequences and should be discussed in joint conference with the college supervisor and the Dean School of Education. For further information on how to withdraw from a course or from the college, see the 2008-2010 Stockton *Bulletin*, pages 30-32.

## **Certification & Graduation Requirements**

Students wishing to receive certification from the State of New Jersey must have the following completed:

- All appropriate documentation forms;
- A minimum cumulative grade point average of 2.75 (on a 4.0 scale) on ALL collegiate work;
- **ALL** undergraduate, content, professional, and educational requirements (refer to education certification worksheet);
- A 'C' or better in any course related to the Content Certification area, including professional courses. If a grade less than a 'C' is earned the course may be taken over or another comparable course with a grade of 'C' or better may be substituted;
- Grades of 'B-' or better in all professional education courses;
- A successful student teaching experience;
- A passing score on the appropriate Praxis II exam.

Students wishing to receive certification from the State of New Jersey and a Bachelor of Arts in Teacher Education must have completed the following:

- A minimum of 32 credits beyond their initial degree program – Stockton graduates must accumulate a total of 160 credits, while students with a bachelor's degree from another institution must accumulate 128 credits;
- All appropriate documentation forms;
- A 'C' or better in any course related to the Content Certification area, including professional courses. If a grade less than a 'C' is earned the course may be taken over or another comparable course with a grade of a 'C' or better may be substituted;
- **ALL** undergraduate, content, professional, and educational requirements (refer to education certification worksheet);
- A successful student teaching experience;
- A passing score on the appropriate Praxis II exam.

## Part II

### GUIDELINES FOR COOPERATING TEACHERS

A cooperating teacher is a full time professional staff member in an approved school. 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, in a practical way to the student, the challenges that teaching will present, the pleasure and satisfaction gained through successful teaching, the responsibility that must be assumed in teaching, and the magnitude of the task. The success of the experience for both the student and the mentoring teacher depends upon the development of a professional relationship between the two. Modeling exemplary classroom practice, a cooperating teacher offers student teachers creative opportunities to apply theories and principles studied in the college classroom. Stockton asks cooperating teachers to assist the student in several important aspects of teaching.

#### 1. *Orienting the Student*

The cooperating teacher, from the beginning, makes the student feel a part of the school to which he/she has been assigned. The student should be made aware of the services, facilities, and equipment available, and the library. The cooperating teacher should stress the importance of punctuality and the need to properly organize their time.

#### 2. *Guiding in Discipline*

The cooperating teacher's enthusiasm, self-control, and mastery of subject matter serve as examples and assist a student in developing strategies for classroom management of groups with diverse learning abilities and behavior levels. Social control is essential in any classroom and it is the responsibility of the cooperating teacher to help the student acquire the skills of group control. By guiding the student toward understanding the various needs, interests and abilities of the pupils, the mentoring teacher helps him/her attain the discipline expected.

#### 3. *Guiding in Planning*

The cooperating teacher makes it clear that several things are imperative in planning the teaching of a lesson and the understanding level of the learner. The student must learn that one needs to foresee difficulties that may arise in the learning process and plan positively to take care of them. The student also needs to comprehend the material being taught and how to present it in a manner that the group will understand.

#### 4. *Guiding in Understanding Children*

To understand pupils, the student is encouraged to inquire into the special services offered by the school/district. By meeting parents and other teachers, the students will have available information that may help pupils' progress socially and intellectually. The cooperating teacher demonstrates the need for the student to take a long-range view of work during the experience. By studying and evaluating student activities, the cooperating teacher suggests special methods of presenting material so that learners understand the purpose of the lesson and its continuity with what has proceeded. He/she criticizes kindly but pertinently, the student's attitudes, methods

and teacher-pupil relationships and helps continually in correcting the inevitable mistakes in judgment.

**5. *Guiding in Acquiring Teaching Techniques***

The cooperating teacher stresses the infinite patience and skill necessary to teach at both the elementary and secondary levels. He/she allows the novice to take on only such responsibility in teaching as he/she proves capable of doing. The cooperating teacher suggests to the student the curriculum guides, instructional materials, audiovisual aids, records and the books designed to make the beginner more enthusiastic and self-confident by encouraging the student to try out his/her own plans and procedures.

**6. *Familiarizing Routines***

The cooperating teacher also introduces the student to the mechanical procedures of the classroom. He/she should show the student how to keep attendance in the register/log, necessary classroom duties, procedures during emergency fire drills, arrivals and dismissals, library passes, cafeteria behavior, and the overall policy and administration of the school. He/she also discusses the expectations of the student in giving and correcting tests, checking homework, and helping pupils before and after school. The cooperating teacher realizes a personal responsibility in this work and does everything possible to inspire in the student a love of teaching.

**7. *Providing Feedback***

Feedback is an essential tool in helping students develop as professionals, while improving the quality of the field experience. Careful consideration must be given to planning effective feedback that meets individual needs. Like good teaching, an effective feedback system is flexible and enriching, and most important, helps the student grow. The purpose of feedback ranges from very specific and directive to more general and self-initiated. The ultimate goal is for individuals to become self-assessing and reflective professionals. It is important to continually assess the student's developmental needs while determining the appropriate purpose, type, and level of feedback.

The cooperating teacher--

- is willing to accept the responsibility for the guidance of a student teacher;
- demonstrating sound teaching practices and can articulate their purposes, methods, and philosophies;
- utilizes effective coaching and mentoring skills;
- shows a desire to grow professionally and encourages others to do the same; and
- has taught for at least three years in his/her current position and comprehends fully the organization, policies, and educational philosophy of the school.

To work with the student teacher, the cooperating teacher must be approved by the local Board of Education. The cooperating teacher is officially notified by the superintendent, principal, or supervisor/department chair of the approval of the student teacher assignment. Upon official notification, procedures and practices outlined in this manual may commence.

Prior to the beginning of the student teaching experience, the student teacher is expected to meet with you and obtain information and develop a schedule in consultation with you. Consult Part I of this manual for details.

## **Suggested and Required Practices**

### **I. Introduction of the Student Teacher to the School**

- A. 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.
- B. Introduce the student teacher to the other staff members. You may wish to make a formal introduction at a faculty or department meeting or arrange a small welcome event. Arrange for the student teacher to be interviewed by the school newspaper and/or television class.
- C. Introduce the student teacher at parent meeting and conferences.
- D. Provide the student teacher with demographic information about the school community.
- E. 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.
- F. Assist the student teacher to become acclimated to the school philosophy, rules, and procedures (including lesson plan format, fire drills, attendance procedures, duplicating facilities, etc.)
- G. Orient the student teacher to the program or curriculum for your subject/grade and the resources available.

### **II. Assumptions of Responsibility by the Student Teacher**

- A. Reach an understanding with the student teacher concerning the form and due dates for lesson plans and unit plans. [Note: While the school may only require that a small plan box be completed each day for each student/class, the college requires that the student teacher keep detailed lesson and unit plans and have these plans available for the college supervisor]. Some flexibility is permitted for students who are in usual and/or non-traditional settings. See Appendix A for a sample Lesson Plan Outline.
- B. Prior to the first week, you should discuss with your student teacher which subjects/classes will be taken over and in which order. By the second or third week, the student teacher should take over at least one subject/class or two subject/classes. Plan how the student teacher will take over the remaining subjects/classes. The advise and consent of the college supervisor should be obtained. For a copy of a sample schedule, see Appendix A. The schedule may need to be revised to meet unexpected situations or conditions. If this happens, make sure the advice and consent of the college supervisor is sought.
- 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. Allow the student teacher to assume some or all of your duties, including homeroom, hall duty, cafeteria, clubs, and playgrounds, faculty meetings, and PTA – all to the degree permitted. If there are questions as to what is permitted, check with your school administrator.
- E. It is understood that during the period of student teaching, student teachers are not to be employed by the school district in any capacity (including coaches) or assigned as substitute teachers except in cases of emergency when substitute teachers are not available and then only under the following conditions:
  - 1. for a period of no more than one day;
  - 2. only for the cooperating teacher(s) with whom the student is assigned;
  - 3. without remuneration.

Exceptions may be permitted by mutual agreement between the School of Education and the school administration.

- F. It is understood that if student teachers chaperone student trips or assist sports or other extra-curricular activities, that formal approval must be given by the school administration with an indication in writing as to the permitted level of participation by the student teacher, and that the student teacher must serve without remuneration. Exceptions may be permitted by mutual agreement between the School of Education and the school administration.

### **III. Supervision**

- A. Review lesson plans, materials, techniques, etc. in detail in advance (at least at first). this detailed review should continue until you are satisfied that the student teacher has mastered appropriate planning techniques. After the student has mastered the general techniques of lesson plans, etc., only a general review of lesson plans (in advance) may be deemed necessary.
- B. After a lesson is taught, discuss the strengths and areas for improvement of the lesson and its presentation. Be straightforward, detailed, and clear in the evaluation. Encourage self-evaluation by the student. As proficiency increases, fewer detailed observations and critical discussions should be necessary.
- C. Assist in the selection of materials, techniques of instruction and in developing classroom management procedures and practices (discipline, criteria for grades and testing). Discuss progress of the students with the student teacher often during student teaching.
- D. Discuss teaching methodology and point out guidelines, but allow some latitude for experimentation.
- E. As confidence grows and as school policy permits, allow the student teacher to be alone longer with the students, but be available for assistance if the need arises.

#### **IV. Visits from 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 visits at approximately two-week intervals. An additional visit may be made by a School of Education faculty member or designee representing the college. Generally, these visits will be unannounced.
- B. When a college supervisor from Stockton visits you, please consult with him/her and share your evaluation of the student and the student's prognosis. Be candid in your assessment of the strengths and weaknesses and report problems that the supervisor can help solve. *Please do not withhold criticisms or problems until the end.* 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.

#### **V. Formal Evaluation Procedures**

- A. We ask that you complete four *formal* evaluations of the student teacher. The Student Teaching Competency Rating Form (STCRF) is provided for this purpose (see sample in Appendix B). The form is similar to the formative evaluation instrument used in the New Jersey Provisional (First Year) Teacher Program. 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 STCRF 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 in ink.
  - 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 STCRF. The *original* STCRF 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 evaluation and discussions with the student teacher.



## **VI. 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*. You will receive the Honorarium Payment at the completion of the semester.

## **VII. 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

- is employed by the Richard Stockton College for the purpose of supervising the student teachers or is a member of the Richard Stockton College faculty in a program area related to the instructional area for which the student teacher seeks certification.
- is usually not a current employee of the school district where the student teacher is placed.
- recognizes sound teaching practices and can articulate their purposes, methods, and philosophies.
- shows a desire to grow professionally and to help the student teacher learn.
- is willing to accept the responsibility for the guidance of one or more student teachers.
- has at least a master's degree in a subject area or educational field (e.g., teaching of a subject area or grade level, school administration, supervision and curriculum, etc.)
- has at least 30 credits of coherent study in the instructional area for which the student teacher seeks certification, or has a major in a related area, or has taught in an elementary or secondary school for at least three years.
- Has at least five years of successful, full-time classroom teaching experience in one school district or college.
- Understands the principles of planning, evaluation, supervision and curriculum development.

College supervisor assignments are made by the School of Education Program. Upon confirmation of assignment, the college supervisor may begin following the procedures and practices outlined in this manual.

## **Suggested and Required Practices**

### **I. Before Student Teaching**

- A. Have a conference 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. School Visitation**

- A. Learn as much as possible about the cooperating teacher's philosophy of teaching, techniques, attitudes, etc. Work closely with the cooperating teacher(s) in making student teaching a profitable experience for the student teacher. You might want to visit the school and your cooperating teacher(s) prior to student teaching.
- B. 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 School of Education or another supervisor from the college may also visit the student teacher.
  - 3. It may be necessary to visit student teachers more frequently if they are having difficulty in their situation. Notify the School of Education if additional visits are necessary, giving the date(s) and reason(s).
- C. Notify the principal's office of your presence in the school on each visit; try to confer with the principal at least once. Confer with the department chairperson, supervisor or other designated administrator frequently, if possible.
- D. Stay as long as possible on each school visit in order to observe the student teacher's classes. If possible, plan a three-way conference of student teacher, cooperating teacher and yourself to establish goals and assist the student teacher to grow as an individual and as a professional. In this regard, it is important that the written evaluations be more than descriptive in nature. Suggestions should be given on each improvement in particular lesson observed. Copies of written evaluations should be given to the student teacher no later than the next visitation date. See Appendix C or a copy for the College Supervisor's Evaluation Form (CSEF).
- E. On each visit check the lesson plans, teaching units, instructional materials, tests, etc., that the student teacher has made and provide comments where appropriate. Please arrange your time of visiting the school so that you do not see the same subjects/classes each time and so that you can meet the cooperating teacher(s).
- F. The college supervisor is the liaison between the school and the college and as such helps in creating a better understanding of the School of Education Program and of the objectives of student teaching.

- G. Discuss with the cooperating teacher(s) and the student teacher the final grade to be given to the student and come to a conclusion about this grade. *The final responsibility for a grade rests with the college supervisor and the Dean School of Education.* (See Part V.)

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

- A. You are asked to make a minimum of seven visits. The first visit should occur within the first week or so of the experience. This initial visit is to acquaint yourself with the school and cooperating teacher. We ask that you complete a College Supervisor Evaluation Form (CSEF) detailing issue, topics, and items covered during this visit. This meeting should involve yourself, the student teacher, and the cooperating teacher. If possible, the building principal is also welcomed to participate.
- B. After your second, third, fourth, fifth, sixth, and seventh visit, please complete and return the required CSEF to the School of Education (see sample in Appendix C). 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 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 F) 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 G). This form is designed to outline a discussion between the supervisor and cooperating teacher during the seventh and final visit. Both forms are to be used by the supervisor to provide further insight in the formation of a final grade for the student teacher.
- 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 maybe 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 and/or the program faculty. 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 (CSEF) by the college supervisor. *Appendix C.*
3. *Mid-Term* and *Final* Evaluation completed by the college supervisor and cooperating teacher, Dean School of Education or designee. *Appendix E.*
4. Minimum of four written evaluations (STCRF) by the cooperating teacher(s) and, if available, other administrators at the school site. *Appendix B.*
5. *Student Teacher Self-Evaluation* completed by the student teacher. *Appendix F.*
6. Completion of required paperwork and assignments for the college supervisor including but not limited to the following:
  - Lesson plans – in the format required by the college or school/district.
  - Unit plans – in the format required by the college or school district.
  - Portfolio, student teaching notebook or folder (consult with college supervisor for requirements).
  - Videotape and/or audio tape (desirable, but not required).
7. Fulfillment of professional responsibilities, including but not limited to the following:
  - Personal appearance,
  - Attendance during student teaching.
  - Meeting professional obligations at the school site including timely submission of grades, student attendance, student progress reports, discipline reports, lesson plans, etc.
  - Relationship with school administration, faculty, and staff.
  - Relationship with the college supervisor and other college personnel involved in the student teaching experience.
  - Relationship with students.
  - Relationship with parents.
  - Relationship with the members of the community.

### Grades

Grades represent the professional judgment of a faculty member on a student's academic performance in a particular instructional experience. The following letter grades will be recorded on the student's official transcript:

A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F

A grade of A symbolizes excellent work; grades in the B range symbolize good work. You must receive a B- or better in student teaching in order to complete certification requirements.

Appendix A

Sample Lesson Plan

TaskStream  
[www.taskstream.com](http://www.taskstream.com)

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**BACKGROUND INFORMATION**

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**Subject(s):**

None

**Topic or Unit of Study:**

**Grade/Level:**

**Goal(s):**

**Objective:**

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**IMPLEMENTATION**

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**Purpose:**

**Procedure:**

**Sample Student Products:**

**Model(s) of Instruction:**

**Time Allotment:**

**Author's Comments & Reflections:**

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**MATERIALS AND RESOURCES**

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**Instructional Materials:**

**Resources:**

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**STANDARDS & ASSESSMENTS**

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**Standards:**

**Assessment Plan:**

## Appendix B

# 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 COMPETENCY RATING FORM (STCRF)

Copies of this form are provided to the Cooperating Teacher by the School of Education.

Student Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_  
Cooperating Teacher \_\_\_\_\_ Circle Evaluation: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup>  
School District \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

**Please use the following scale to evaluate each behavior/topic:**

**Exemplary (4)** – Demonstrates an outstanding level of achievement; **Acceptable (3)** – Demonstrates an acceptable level of achievement; **Developing (2)** – Demonstrates minimal level of achievement; requires additional performance; **Unacceptable (1)** – Demonstrates no level of achievement

#### I. Pedagogy

Student Teacher demonstrates the skills and knowledge to make effective decisions regarding curriculum and the assessment of learning in the following areas:

- |   |   |   |   |   |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | Selects appropriate learning activities & lesson plans that are sequential  |
| 4 | 3 | 2 | 1 | Selects appropriate models conducive to the learning experience   |
| 4 | 3 | 2 | 1 | Style of teaching is matched to the model of instruction  |
| 4 | 3 | 2 | 1 | Teaching style is adjusted to the learning styles of the students   |
| 4 | 3 | 2 | 1 | Planning and organization reflects sequential learning  |
| 4 | 3 | 2 | 1 | Lessons have an effective anticipatory set  |
| 4 | 3 | 2 | 1 | Lesson body includes clearly expressed objectives   |
| 4 | 3 | 2 | 1 | Lesson body includes clearly expressed real life context  |
| 4 | 3 | 2 | 1 | Lessons include essential instructional components  |
| 4 | 3 | 2 | 1 | Lessons have an effective closure   |
| 4 | 3 | 2 | 1 | Delivers developmentally appropriate content  |
| 4 | 3 | 2 | 1 | Varies appropriately techniques within each of the three domains of learning (cognitive, affective, psychomotor ) |
|   |   |   |   |   |
| 4 | 3 | 2 | 1 | Speaks with appropriate language enhancing student comprehension  |
| 4 | 3 | 2 | 1 | Promotes active student participation   |
| 4 | 3 | 2 | 1 | Communicates significance of lesson through enthusiasm for learning   |
| 4 | 3 | 2 | 1 | Uses a variety of pre-assessments to measure interest and readiness   |
| 4 | 3 | 2 | 1 | Uses many types of assessments to measure student growth  |
| 4 | 3 | 2 | 1 | Uses reflective problem solving techniques for professional growth  |
| 4 | 3 | 2 | 1 | Uses motivating and challenging activities to keep the students engaged   |
| 4 | 3 | 2 | 1 | Models the appropriate behavior   |
| 4 | 3 | 2 | 1 | Establishes effective rules and routines that create a smooth and cooperative flow of events                      |
| 4 | 3 | 2 | 1 | Promotes a safe and functional learning environment   |
| 4 | 3 | 2 | 1 | Attends to off-task behavior in a positive, creative, and respectful way  |
| 4 | 3 | 2 | 1 | Communicates the consequences of misbehavior in a respective and functional manner                                |

**Noteworthy evidence supporting evaluation on Pedagogy:**

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**II. Professional Disposition and Conduct**

Student Teacher demonstrates professional dispositions necessary to conduct class:

4	3	2	1	Attends all teacher activities
4	3	2	1	Arrives on time to prepare for class
4	3	2	1	Has all materials and assignments ready before the class begins
4	3	2	1	Engages in tasks and discussions
4	3	2	1	Presents carefully organized work in a timely manner
4	3	2	1	Explains ideas to partners/colleagues
4	3	2	1	Accepts partners'/colleagues' ideas and constructive criticism
4	3	2	1	Displays a positive and appropriate attitude toward teaching
4	3	2	1	Sees opportunity in tasks for doing and learning
4	3	2	1	Adheres to all aspects of academic integrity code
4	3	2	1	Dresses neatly and is well-groomed, wearing attire appropriate for school setting
4	3	2	1	Is courteous, helpful, and focused on others

**Noteworthy evidence supporting evaluation on Professional Disposition and Conduct:**

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**III. Communication**

Student Teacher demonstrates appropriate communication in the classroom:

4	3	2	1	Speaks with adequate volume, intonation and inflexion
4	3	2	1	Has a clear focus on developing a central idea with opening, logical flow and a conclusion
4	3	2	1	Body movement, gesture, and posture support communication
4	3	2	1	Uses good eye contact with students
4	3	2	1	Facilitates positive discussions and offers insight and new information
4	3	2	1	Writing conforms to standard English
4	3	2	1	Handwriting is always legible



**Noteworthy evidence supporting evaluation on Communication:**

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**IV. Technology**

Student Teacher demonstrates the skills and knowledge to make effective decisions to utilize technology in the classroom:

4	3	2	1	Is competent in singular and interchangeable features of Taskstream functions
4	3	2	1	Selects the appropriate type of technology for instruction
4	3	2	1	Integrates successfully technology during classroom instruction
4	3	2	1	Has an excellent working knowledge of a variety of instructional technologies appropriate for their certification area

**Noteworthy evidence supporting evaluation on Technology:**

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**V. Diversity**

Student Teacher demonstrates the skills and knowledge to make effective decisions to integrate & adjust for diversity in the classroom:

4	3	2	1	Lessons demonstrate an understanding of diversity
4	3	2	1	Utilizes teaching strategies that address the varied needs of all learners in the classroom
4	3	2	1	Attempts to successfully engage all students in discussion
4	3	2	1	Promotes an atmosphere of mutual respect all the time

**Noteworthy evidence supporting evaluation on Diversity:**

**Cooperating Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Teacher's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Please return the original form to the College Supervisor, and copies to the School of Education and Student Teacher.** The ratings and comments will be pooled to provide a solid assessment of the student teacher's performance. If there are any questions, concerns, or comments, please contact the College Supervisor or the School of Education, (609) 652-4688. Thank you for your assistance!

**Original: College Supervisor**

**Copies: School of Education & Student Teacher**

**Appendix C**

**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 D**

**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**

**SUPPLEMENT TO THE STUDENT TEACHER EVALUATION FORM**

Student Teacher \_\_\_\_\_ Subject/Grade \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_ College Supervisor \_\_\_\_\_

School District \_\_\_\_\_ Date of Evaluation \_\_\_\_\_

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

## Appendix E

# 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

### MID-TERM & FINAL GRADE REPORT BY THE COLLEGE SUPERVISOR & COOPERATING TEACHER

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

**Please use the following scale to evaluate each behavior/topic:**

**Exemplary (4)** – Demonstrates an outstanding level of achievement; **Acceptable (3)** – Demonstrates an acceptable level of achievement; **Developing (2)** – Demonstrates minimal level of achievement; requires additional performance; **Unacceptable (1)** – Demonstrates no level of achievement

#### I. Pedagogy

Student Teacher demonstrates the skills and knowledge to make effective decisions regarding curriculum and the assessment of learning in the following areas:

- |   |   |   |   |   |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | Selects appropriate learning activities & lesson plans that are sequential  |
| 4 | 3 | 2 | 1 | Selects appropriate models conducive to the learning experience   |
| 4 | 3 | 2 | 1 | Style of teaching is matched to the model of instruction  |
| 4 | 3 | 2 | 1 | Teaching style is adjusted to the learning styles of the students   |
| 4 | 3 | 2 | 1 | Planning and organization reflects sequential learning  |
| 4 | 3 | 2 | 1 | Lessons have an effective anticipatory set  |
| 4 | 3 | 2 | 1 | Lesson body includes clearly expressed objectives   |
| 4 | 3 | 2 | 1 | Lesson body includes clearly expressed real life context  |
| 4 | 3 | 2 | 1 | Lessons include essential instructional components  |
| 4 | 3 | 2 | 1 | Lessons have an effective closure   |
| 4 | 3 | 2 | 1 | Delivers developmentally appropriate content  |
| 4 | 3 | 2 | 1 | Varies appropriately techniques within each of the three domains of learning (cognitive, affective, psychomotor ) |
|   |   |   |   |   |
| 4 | 3 | 2 | 1 | Speaks with appropriate language enhancing student comprehension  |
| 4 | 3 | 2 | 1 | Promotes active student participation   |
| 4 | 3 | 2 | 1 | Communicates significance of lesson through enthusiasm for learning   |
| 4 | 3 | 2 | 1 | Uses a variety of pre-assessments to measure interest and readiness   |
| 4 | 3 | 2 | 1 | Uses many types of assessments to measure student growth  |
| 4 | 3 | 2 | 1 | Uses reflective problem solving techniques for professional growth  |
| 4 | 3 | 2 | 1 | Uses motivating and challenging activities to keep the students engaged   |
| 4 | 3 | 2 | 1 | Models the appropriate behavior   |
| 4 | 3 | 2 | 1 | Establishes effective rules and routines that create a smooth and cooperative flow of events                      |
| 4 | 3 | 2 | 1 | Promotes a safe and functional learning environment   |
| 4 | 3 | 2 | 1 | Attends to off-task behavior in a positive, creative, and respectful way  |
| 4 | 3 | 2 | 1 | Communicates the consequences of misbehavior in a respective and functional manner                                |

**Noteworthy evidence supporting evaluation on Pedagogy:**

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**II. Professional Disposition and Conduct**

Student Teacher demonstrates professional dispositions necessary to conduct class:

4	3	2	1	Attends all teacher activities
4	3	2	1	Arrives on time to prepare for class
4	3	2	1	Has all materials and assignments ready before the class begins
4	3	2	1	Engages in tasks and discussions
4	3	2	1	Presents carefully organized work in a timely manner
4	3	2	1	Explains ideas to partners/colleagues
4	3	2	1	Accepts partners'/colleagues' ideas and constructive criticism
4	3	2	1	Displays a positive and appropriate attitude toward teaching
4	3	2	1	Sees opportunity in tasks for doing and learning
4	3	2	1	Adheres to all aspects of academic integrity code
4	3	2	1	Dresses neatly and is well-groomed, wearing attire appropriate for school setting
4	3	2	1	Is courteous, helpful, and focused on others

**Noteworthy evidence supporting evaluation on Professional Disposition and Conduct:**

---

**III. Communication**

Student Teacher demonstrates appropriate communication in the classroom:

4	3	2	1	Speaks with adequate volume, intonation and inflexion
4	3	2	1	Has a clear focus on developing a central idea with opening, logical flow and a conclusion
4	3	2	1	Body movement, gesture, and posture support communication
4	3	2	1	Uses good eye contact with students
4	3	2	1	Facilitates positive discussions and offers insight and new information
4	3	2	1	Writing conforms to standard English
4	3	2	1	Handwriting is always legible

**Noteworthy evidence supporting evaluation on Communication:**

---

**IV. Technology**

Student Teacher demonstrates the skills and knowledge to make effective decisions to utilize technology in the classroom:

- |   |   |   |   |  |
|---|---|---|---|--|
| 4 | 3 | 2 | 1 | Is competent in singular and interchangeable features of Taskstream functions  |
| 4 | 3 | 2 | 1 | Selects the appropriate type of technology for instruction   |
| 4 | 3 | 2 | 1 | Integrates successfully technology during classroom instruction  |
| 4 | 3 | 2 | 1 | Has an excellent working knowledge of a variety of instructional technologies appropriate for their certification area |

**Noteworthy evidence supporting evaluation on Technology:**

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**V. Diversity**

Student Teacher demonstrates the skills and knowledge to make effective decisions to integrate & adjust for diversity in the classroom:

- |   |   |   |   |   |
|---|---|---|---|---|
| 4 | 3 | 2 | 1 | Lessons demonstrate an understanding of diversity   |
| 4 | 3 | 2 | 1 | Utilizes teaching strategies that address the varied needs of all learners in the classroom |
| 4 | 3 | 2 | 1 | Attempts to successfully engage all students in discussion                                  |
| 4 | 3 | 2 | 1 | Promotes an atmosphere of mutual respect all the time                                       |

**Noteworthy evidence supporting evaluation on Diversity:**

**Mid-Term Rating/ Final Grade:    A - Exemplary      B - Acceptable      C - Developing  
F - Unacceptable**

**Supervisor's Signature** \_\_\_\_\_ **Date**\_\_\_\_\_

**Cooperating Teacher's Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

*Please return this form to the School of Education.* The ratings and comments will be pooled to provide a solid assessment of the student teacher's performance. Please note that this evaluation **should be shared** with the student and cooperating teacher and that both **should receive** copies. Thank you for your assistance!

**Original: College Supervisor**

**Copies: School of Education & Student Teacher**



**Appendix F**

**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 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 G

### 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

### 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 H**

**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 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 I**

**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 J

### *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*

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## **Appendix K**

### **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 L

### 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.