STOCKTON
UNIVERSITY

TEACHER EDUCATION HANDBOOK

School of Education

Academic Year 2023-2024

Type Teacher Education Handbook in
Stockton's Search Box

Stockton University

School of Education
Teacher Education Handbook

Academic Year 2023-24

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Introduction

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

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

Our novice teachers:

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

Accreditation & Program Overview

The Stockton University's Teacher Education Program, designed to develop individuals into competent, caring, qualified educators and professionals, is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Stockton has earned CAEP accreditation through 2027. Over the next academic year, we will be transitioning to the newly state-approved Association for Advancing Quality in Teacher Preparation (AAQEP).

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

Stockton's teacher certification curricula have been approved by the New Jersey Department of Education and are recognized by the National Association of State Directors of Teacher Education and Certification.

The Teacher Education Program is a clinical placement-intensive program requiring candidates to spend 230 hours in public schools prior to the full-time student-teaching semester. Field experiences/clinical practice (including Student Teaching) are coordinated and organized by the School of Education.

Candidates complete certification requirements either in conjunction with or following the completion of a first bachelor's degree in the liberal arts or other major.

The Stockton University School of Education also offers graduate-level endorsement programs for certified teachers in English as a Second Language (ESL), Bilingual/Bicultural Education, Students with Disabilities (TOSD), Supervisor, Principal, Reading Specialist, and Learning Disabilities Teacher-Consultant (LDTC). Any of these endorsements, and/or initial certification through Stockton's Alternate Route (CE) graduate program, can also lead to the Master of Arts in Education degree.

Optional Bachelor of Arts in Teacher Education (BATE)

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

***The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

Criteria for All Candidates for the Professional Education Sequence

All candidates must meet these criteria for eligibility into the Stockton Teacher Professional Education Sequence:

Matriculation and Major

The candidate must meet the full admission standards set forth by Stockton University. These requirements include the payments of all necessary fees and deposits, submission of all required transcripts, and any other University requirements that may apply.

Most teacher candidates select a liberal arts major with Education as a concentration. Those who have already earned a bachelor's degree may select Teacher Education as a post-baccalaureate (second bachelor's degree) major.

For more details, consult the Office of Admissions web site.

Preceptorial Advising

The university maintains an advising program to support candidates from acceptance at Stockton University through program completion. At entry to Stockton University, candidates have access to Degree Works and the "Teacher Education Program Overview & Entrance Requirements Blackboard" site. Candidates will also be assigned a preceptor. The preceptor provides guidance with the area of study and can assist with review of degree progress using Degree Works. For education concentrations within all majors on campus, candidates will receive two preceptors. One will be for their major content area and one for their education concentration. Candidates should seek regular guidance from their preceptor, at least once a semester, based on the university preceptorial advising structure. If a preceptor has not been assigned, contact the School of Education office. The preceptor assists candidates with planning, including requirements beyond coursework, and timely program completion.

State-Mandated Basic Skills for Educators: Praxis Core Academic Skills Tests

Though the university is test-optional, all educator preparation programs must require the state-mandated basic skills test for educators. Candidates must earn passing scores on the Praxis Core Academic Skills for Educators Test or earn equivalent SAT/ACT scores. Document any of the following (the New Jersey Department of Education allows mixing/matching):

- Acceptable test scores on the **Praxis Core Academics Skills for Educators Test** after September 1, 2013: Reading: 156, Writing 162, Mathematics 150.
  - **Or SAT scores** of 610 Evidence Based Reading & Writing or 30 Reading Section (until Fall 2021) and 570 Math, OR 560 Reading and 540 Math between 4/1/95-2/28/16, OR 480 Reading and 520 Math before 4/1/95.
  - **Or ACT scores** of 23 Math and 23 English, OR 23 Math and 20 English if taken before 8/28/89.
  - **Or GRE scores** of 156 Quantitative and 155 Verbal, OR 720 Quantitative and 530 Verbal if taken before 8/1/11.
- Acceptable test scores on **Praxis I PPST**- if this test was taken before September 1, 2013: Reading 175, Writing 173, Math 174.

Please note:

A candidate may take the Praxis as early as high school and is encouraged to seek required scores no later than their first year of study or by transfer from a community college. Sign up for the Core Academic Skills for Educators: Praxis Core Basic Skills Tests.

Any enrolled Stockton student may elect to have Praxis testing fees bundled with their Stockton Bursar tuition bill. For more details, see the School of Education FAQ.

Praxis Retake Policy: Tests that are offered continuously may be taken once every 28 days, not including the initial test date.

Praxis Core Basic Skills Tests Deadlines – Generally, you must be able to submit Praxis scores by April 1st for Fall, October 1st for Spring, and March 1st (Clinical Experience) for Summer.

GPA Requirements

As of September 1, 2015, candidates gaining entrance into the Stockton TEDU certification course sequence must have a minimum 3.0 GPA and pass the Praxis Core OR a GPA between 2.75 and 3.0 and pass both the Praxis Core and the Praxis II.

GPA & Praxis Flexibility Requirements- "Flex Rule"

Effective Fall 2022, candidates may qualify for the state flex rule if they **maintain**:

- A GPA of 3.5 or higher with Praxis II scores 5% below the established cut score
- A high Praxis II score (10% above the cut) but a GPA between 2.75 and 3.0.

The flex rule may be used for entry and for licensure at program completion. **Important: if GPA falls below the threshold required, the candidate will be ineligible to continue towards licensure until GPA is raised or Praxis II is passed.** Consult the School of Education website for more details.

*** See top of page 2

Off-Campus Coursework and Transfer Credits

Stockton University policy states that the final 32 of the last 48 credits of a degree must be taken at Stockton. However, candidates may file for special permission to take a course off campus to fulfill a specific certification requirement that cannot be met effectively on campus.

Candidates are urged to consult with the School of Education preceptors and advisors to select courses that best align with both the Stockton degree requirements and the NJ Department of Education certification requirements. Early and frequent advising helps to streamline coursework.

*** See top of page 2, as course requirements for certification may change

Please note:

Be aware that any course taken off campus after matriculation in the Teacher Education Program

- Must be taken at an accredited college or university;
- May only satisfy certification requirements;
- Will be included on Stockton's transcript for certification purposes only;
- Will not be added to a candidate's total earned credit hours.

Content Course Requirements (Subject Matter)

Content Course Requirements may be taken as part of the Baccalaureate major or taken additionally to fulfill specific certification requirements.

Content requirements vary depending upon the specific grade level (Pre K or Elementary) or the specific K-12 or secondary subject matter (art, mathematics, French, for example) as aligned with state licensure requirements.

- The elementary certificate requires 30 credits in liberal arts.
- The middle school endorsement requires an elementary certificate and 15 credits in a subject area. This also requires the corresponding middle school Praxis II in that subject area.
- The preK-3 certificate requires 24 credits in preschool literacy and early childhood development.
- The subject matter certifications require 30 credits in the subject, with 12 of these credits at the junior or senior level, and specific courses for some subject matter areas (for example Art and Social Studies).

*** See top of page 2, as course requirements for certification may change. New state code will go into effect as of September 2025 which may have an impact on requirements. Check with your preceptor and within Degree Works for updates.

Please note:

Only content courses with grades of C or better may be applied toward certification. See the School of Education web page for curriculum worksheets.

Academic Programs & Degree Works

There are multiple options for earning a teacher certification with Stockton University. For general information on curriculum, see the University Bulletin available on Stockton University's website. To see specific curricular requirements based on the degree path you have selected, you can use the Degree Works advising system. This system provides a detailed overview of all degree path options including entrance and exit requirements specific to the TEDU Program. Current candidates who are enrolled at Stockton University access Degree Works through their GoPortal account. For interested students who have yet to enroll at Stockton, you may access Degree Works. Use the "continue without signing in" option if you are not yet a Stockton student. When prompted select enrollment semester, intended level (undergraduate for our program), intended degree, major & concentration. (See University Bulletin for full listing of degree options.)

Transcript Review

Check the School of Education website above for initial information about the program. Once there, make an appointment to see an advisor. Please bring all of your transcripts to that meeting, after which you may declare Education as a concentration or as a second degree area and may add a School of Education preceptor.

Technology Expectations

Candidates use technology throughout the TEDU Program as part of their course and field-based requirements. Both open access and education-specific platforms are used. Examples include Google suite, Blackboard, and Prism Exxat. All semesters of the program utilize some element of technology so candidates should plan for its use through student teaching. Use includes the submission of designated course assignments, called signature assignments, into a digital portfolio for each of the professional education courses taken. In addition, university-specific templates for lesson and unit planning are utilized as part of some course requirements. In preparation for the TPA (Teacher Performance Assessment) requirement, candidates must learn and utilize program-approved, FERPA compliant digital tools for the capture, storage, and sharing of videos. The program utilizes SWIVL technology including a SWIVL application that is Android & I-device compatible. The program maintains a lending system for candidates that do not have program-approved video technology (iPads & SWIVL robotic bases). Additional technology used is determined at the course level. Additional technology used may include but is not limited to: interactive TV or whiteboards, websites, and/or web 2.0 technology such as Padlet or Screencast. Most courses will require the use of a computer to complete assignments. Candidates may use a personal computing device, utilize our campus labs, or use the Virtual Desktop Infrastructure (VDI) available within the Information Technology Services (ITS) website.

Disabilities Services via Stockton's Learning Access Program

The School of Education is committed to providing equal educational opportunities for all academically qualified candidates in keeping with the legal requirements of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify the Learning Access Program (LAP) at Stockton. It is the responsibility of the LAP staff to verify a candidate's disability, to work with the candidate to identify reasonable accommodations, and to notify the candidate's instructors. Please refer to the Americans with Disabilities website to determine what falls under the definition of Disability.

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

Teacher candidates with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Program Chair and Field Director, in addition to the Learning Access Program, well in advance of any fieldwork placement to allow adequate time for planning, including the involvement of fieldwork professors, University student teaching supervisors, the mentor teacher, and the administration of the host school, as appropriate.

NJ STARS Programs

Candidates receiving assistance from the NJ STARS Program have additional requirements that can impact pacing and eligibility. The program, for example, requires the maintaining of a 3.25 GPA or higher, full-time enrollment, and may be extended for no more than four semesters upon entry to a 4-year program. Candidates should consider implications of requirements when planning their studies so should speak with the Office of Financial Aid for assistance.

*** The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

Before Entering the Professional Education Sequence

Prerequisites for Entry – Required of All Candidates

The School of Education maintains a Blackboard (Bb) course called the "Teacher Education Program Overview & Entrance Requirements" to support completion of prerequisites for entry into the professional education sequence.

All students, upon acceptance to Stockton University and with a valid Stockton email address, are enrolled in this Bb course. All prerequisites for entry are outlined including an entry/pacing guide for the completion of prerequisites to align with a candidate's desired pacing. Candidates can contact the School of Education if the Bb course is not visible from the GoPortal system. Candidates are further encouraged to speak with their preceptor or the School of Education office for additional support.

The Eligibility Requirements are also posted here.

Open Enrollment Courses – Professional Requirements

These required courses are open to all Stockton students and do not require program permission. These courses, or transferable equivalents, may be taken any time prior to the Full Time Final Clinical Practice (Student Teaching) Semester. See Degree Works for additional details.

Equivalent transfer courses must be reviewed and approved.

- Diversity: GSS 3360 - Schools of the Future, or equivalent
- Instructional Technology: INTC 2610 - Instructional Technology for K-12 Teachers, or equivalent*
- Inclusive Learning: EDUC 2241 - Inclusive Learning in Education, or equivalent
- Development of the Learner: EDUC 2231 - Development of the Learner, or equivalent PSYC courses (Required for PSYC majors)

Notes:

*Program requirements are currently under review for revision due to updated state licensure code impacting candidates. Candidates entering the program as of September 2025 will be encouraged but not required to fulfill the instructional technology course above.

University policy on repeating courses (NJSA 18A:64-8) can be utilized. However, permission must be obtained from the Program Chair to repeat a professional requirement course for a third time.

Limited CEAS and CE Pilot Program

The state of NJ has adopted a Limited CE and CEAS Program (2022-2027). The Stockton Teacher Education Program is not participating in the Limited CEAS program. However, the GPA waiver and flex rule provide comparable support for candidates who may need flexibility with program requirements.

The Limited CE Pilot Program links to our existing Alternate Route program. This graduate-level program is separate and distinct from the TEDU Program. For more information visit https://stockton.edu/education/current-students/alternate-route-introduction.html

Personal Planning Considerations

Candidates commonly plan for personal events beyond the academic semesters while attending the University. Events may include but are not limited to vacations, destination weddings, or overseas trips. Due to the

specialized nature of the Teacher Education Program, candidate responsibilities may fall between official term dates. With this in mind, you must ***check with the School of Education before planning any extended time away***. Below are examples of events that will occur between terms within the Professional Education semesters. Missing either of them can result in you falling behind or even delaying coursework.

- **Mandatory Orientation meetings** are held at least twice per semester. All candidates must attend one Mandatory Orientation module as part of the Eligibility Requirements for TEDU program entry. Please check the Bb site for specific dates.
- **Summer Clinical Practice I Semester**- A mandatory meeting is held in February for those wishing to be considered for this summer term (4:30 Meeting module during academic semester). Candidates must also be available daily from the last day of Spring term (early May) until end of June to gather the required 80 hours of clinical hours in a PK-12 setting. In addition, course sessions will extend into late July.
- **Final Clinical Practice Semester**- Mandatory Student Teaching Meeting- You must attend a mandatory meeting between the Clinical Practice II and Final Clinical Practice semester (Full time Student Teaching). This meeting is held in mid-December (for a Spring placement) and mid-August (for a Fall placement).
- **Final Clinical Practice Semester**- The beginning and end date of student teaching is determined by the PK12 school district's calendar, not Stockton University's academic calendar. For fall semester, you may begin prior to September and extend stay through the university's designated finals week. For spring semester, you will typically begin directly after New Year's Day.

Another consideration is that for sequence classes offered in the Summer semester, **the deadlines to apply for placement and acceptance are earlier than for Spring or Fall classes**. Applications for Summer are due:

- **Summer** Clinical **Experience**: March 1st (Includes Praxis Core or equivalent scores and all prerequisites for entry met)
- **Summer Clinical Practice I:** February 1st (Includes Praxis Core or equivalent AND Praxis II tests)

*** The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

The Professional Education Sequence

Professional Education Courses

Professional Education Courses are distributed over four semesters of permission-only, University-based and linked field-based courses. These semesters are referred to as:

- Clinical Experience Semester – requires 50 hours in a School of Education arranged diverse P12 school setting
- Part-time Clinical Practice I Semester - requires 80 hours in any P12 school setting (consider middle school)
- Part-time Clinical Practice II Semester – requires 100 hours in a P12 school
- Final Clinical Practice/Student Teaching Semester – requires full-time residency, same setting as CPII, if possible

Pre-requisites for Enrollment in Courses

A candidate must meet all eligibility criteria for the Teacher Education Program to be registered for the Professional Education Requirements, including the state-mandated GPA (or waiver/flex rule), New Jersey Basic Skills requirements, state code exam, TB test, background-check clearance letter from the state, and TEDU Blackboard modules* with external dispositional letters completed. *Candidates with credits for EDUC 2000/3000 may be exempt from TEDU Blackboard modules.

Semesters of the professional education courses are sequential and must be taken in order based on existing pre- and co-requisite course requirements. (For details, see the course information in Degree Works.) A candidate not meeting the requirement of one or more courses in a designated semester may not move forward to the next clinical semester until all requirements of that semester are met. Appeal for an exception to be made may be presented to the Program Chair and Dean for consideration.

Criminal History: Disqualifying information sent to Stockton while any candidate is enrolled in clinical placement will result in immediate removal from the P-12 school unless/until the matter is cleared. Candidates are strongly encouraged to apply for Substitute Teacher Certification while requesting a Criminal clearance. Most districts increase their willingness to accept candidates as interns when they hold a Substitute Teacher Certification.

Minimum Grade and Retake Policy: Candidates must earn a grade of a B minus (B-)* or higher in each course in the professional education sequence. Candidates may only take each Professional Education course twice. Although Stockton course repeat procedure allows repeat of a course three times, any course in the Professional Education sequence will be capped at two times. See Stockton policy 2015 for details. The only possible exception is by formal appeal to the Program Chair and Dean for consideration.

Candidate Certification Requirements: The Professional Education Clinical Experience, Part-Time Clinical Practice I and II Semester requirements differ for elementary K-6, subject matter K-12 or 7-12, and Early Childhood P-3 certification candidates. Differences are noted ***in bold, underlined italics***, below.

Content/Subject Matter Coursework

Candidates are strongly advised to complete all of the subject matter/content coursework required for state licensure before Student Teaching. Failure to complete the content requirements by Student Teaching will delay recommendation to the New Jersey Department of Education for licensure.

*** See above, as course requirements for certification may change.

Mentor Teacher Evaluation of Clinical Performance

At the end of each clinical semester a fieldwork evaluation is completed by the assigned mentor teacher(s). Candidates must meet program expectations in order to move forward to the next semester. Low performance and/or negative feedback from the mentor teacher will result in follow up actions by instructor and/or program Chair. Actions in violation of behavioral expectations may result in repeating coursework and/or delay progression in the program. Details on the mentor teacher's role in clinical experience and practice settings are found here.

Delayed Beginning and/or Extended Absence from the Program

There are many reasons why a candidate might delay beginning the Professional Education courses or stop out of the program. When either of these gaps in attendance occurs, the candidate will have to meet additional requirements to comply with the most recent policies and procedures for continuation in the program. These additional requirements may include coursework, assessments, credit bearing clinical placement or a combination of these as deemed necessary by the Program Chair and aligned with State Code. In such cases, the candidate must meet with the Program Chair prior to the anticipated return term to create a recommended re-entry plan. Candidates are further encouraged to speak with Financial Aid regarding impact on any grants and/or aid received.

Stockton's Learning Access Program

Candidates who are working with Stockton's Learning Access Program are strongly encouraged to notify their instructors, the Program Chair and Field Director about any accommodations approved by the Learning Access Program. Formal documentation must be provided before accommodations can be made.

Stockton Cares

Stockton Cares is a university program offering a central location for resources and services to support student success. Program candidates are encouraged to utilize this service, as needed, for any support needed particularly if faced with a crisis, emergency, personal difficulties, or unforeseen circumstances impacting academic and/or professional performance. For more information, go to https://stockton.edu/dean-of-students/stockton-cares.html.

Instructional Coaching

The Teacher Education Program is piloting a new support structure within the professional education course sequence. Instructional coaching is a 1-4 credit course, EDUC 4700, that can accompany any course within any of the clinical semesters (Clinical Experience, Clinical Practice I, Clinical Practice II and/or Final Clinical Practice). Candidates illustrating the need for academic and/or professional support beyond existing structures such as Stockton Cares and/or Stockton's Learning Access, may be recommended and/or required by the Teacher Education Program to enroll in the prescribed number of credits for coaching. Candidates recommended for instructional coaching are reviewed by the Program Chair in collaboration with the School of Education administration and the Field Director (if linked to field-based requirements). Cost of instructional coaching is incurred by the candidate and varies based on the level of coaching required.

Clinical Experience Semester

- EDUC 3100 Part-time Clinical Experience in Education * [2 credits] – includes 50 hours of clinical placement in a P-12 diverse setting
- EDUC 3105—Literacy Development ** [3 credits] ***for P-3 and K-6 candidates only***

The courses during the Clinical Experience Semester provide candidates with an overview of the P-12 school setting, the roles and responsibilities of school personnel including teachers, and the ways in which school personnel interact with communities and parents. This experience includes completing 50 clinical placement

hours in a designated diverse school district with at least 2 classroom settings to develop an understanding of diversity within a school, the school culture, and the regular classroom teacher's roles and responsibilities including meeting the needs of learners.

*EDUC 3100 is required of any candidate who has not completed Part-time Clinical Practice I by Fall 2018.

**EDUC 3105 may be taken during the Clinical Experience or Part-Time Clinical Practice I semester. See a preceptor for more guidance.

Part-time Clinical Practice I Semester

The courses during the Part-time Clinical Practice I Semester build on the previous term's experiences and seek to establish core understanding of practices and techniques of teaching utilized within classroom instruction.

The courses introduce candidates to various approaches toward teaching, including models of instruction and essential elements of effective lesson design. The Danielson Framework is also introduced. Eighty hours of clinical placement in a P-12 setting is required where candidates observe and assist with instruction relevant to their certification area.

Beyond course grade requirements, a candidate must pass the Praxis II (see page 12) for their initial certification area by the established deadline during Clinical Practice I or use the state "flex" rule, in order to move forward to the Part-Time Clinical Practice II Semester. Candidates with a GPA between 2.75 and 3.0 who do not qualify for the flex rule must also get a waiver to continue to the next semester (which requires passing Praxis II scores).

Elementary certification candidates seeking Final Clinical Practice (student teaching) in a middle school setting, must pass middle school Praxis II and must have 15 credits in the desired middle school area by the end of Clinical Practice I semester.

Note- Candidates must complete the Clinical Experience semester in order to enter this semester. See notes above for exceptions made for EDUC 3105 only. In the case of special circumstances, an appeal may be submitted to the Program Chair & Dean for consideration.

Part-time Clinical Practice I Semester courses

- EDUC 3101—Part-time Clinical Practice I in Education [2 credits] – includes 80 hours of clinical placement in a P-12 setting
- EDUC 3200—Practices and Techniques of Teaching [4 credits]
- EDUC 3151 – Language and Motor Development in P3 [3 credits] – ***for P-3 candidates only***

Part-time Clinical Practice II Semester

The courses in the Part-time Clinical Practice II Semester build on the previous semester with a focus on content and grade-level specific pedagogical strategies, classroom management, curriculum development/alignment, advanced assessment practices, and the impact of reading on learning. Candidates will take a more direct teaching role in an assigned P-12 setting during the 100 hours of required clinical placement including small and whole-group instruction. All courses are designed for the specific certification areas.

Note- Candidates must complete the Clinical Practice I semester to be eligible for this semester. In the case of special circumstances, an appeal may be submitted to the Program Chair & Dean for consideration.

Part-time Clinical Practice II Semester courses

- EDUC 4600 —Part-time Clinical Practice II in Education* [2 credits] – includes 100 hours of clinical placement in a P-12 setting
- EDUC 4110 — Methods of Teaching English Language Arts Literacy [2 credits] - ***for K-6 candidates only***
- EDUC 4150 — Methods of Teaching Elementary Math [4 credits] ***- for K-6 candidates only***

- EDUC 4610 —Curriculum and Methods in Elementary Education [3 credits] ***- for K-6 candidates only***
- EDUC 4120 — Reading in the Content Area [2 credits] ***- for K-12 and 7-12 candidates only***
- EDUC 4640 — Methods of Teaching Secondary/K-12 [4 credits] ***- for K-12 and 7-12 candidates only***
- EDUC 4151 — Curriculum Instruction & Assessment [3 credits] – ***for P-3 candidates only***
- EDUC 4612 – Interdisciplinary Studies with Early Childhood Education [4 credits] - ***for P-3 candidates only***

*The final two clinical practices, the 100 hour Part-Time Clinical Practice II (EDUC 4600) & Full-Time Final Clinical Practice (EDUC 4990), will be in the same P-12 classroom setting where possible.

Beyond course grade requirements, candidates must earn a 3.0 GPA or higher with passing Praxis II scores or qualify for the flex rule with a GPA between 2.75 and 3.0 to be able to enroll in the Final Clinical Practice semester.

Full-time Final Clinical Practice Semester

Full-time Final Clinical Practice Semester includes a full time Student Teaching experience of observing, planning, teaching, and reflecting in area public Pre-K, elementary or secondary schools. Full-time Final Clinical Practice is an experience that requires additional time out of school to prepare lessons, mark papers, schedule parent-guardian conferences, etc. Candidates must see that personal obligations, including employment, do not interfere with their success during this final semester. This is a full- time, unpaid internship. The start date of this internship is determined by the P12 school calendar (late August to start of September for Fall, beginning of January for Spring likely).

The 16 credit course requirements for the Full-time Final Clinical Practice are the same for all Stockton students regardless of certification path.

Full-Time Final Clinical Practice Semester courses

- EDUC 4990 - Full-time Final Clinical Practice (Student Teaching) [12 credits] – a full semester experience of observing, planning, and teaching in a designated public PreK, elementary or secondary school setting under the oversight of a University Supervisor and mentor teacher(s)
- EDUC 4991* - Full-time Final Clinical Practice Seminar [2 credits] - co-requisite with Full-Time Final Clinical Practice; topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation.
- EDUC 4993* – TPA Capstone [2 credits] - a co-requisite with Full-Time Final Clinical Practice; course serves as a support of the preparation and completion of a state-mandated performance assessment, TPA, during Student Teaching.
- *EDUC 4991 & 4993 are slated to undergo revision impacting the Spring 2024 semester. These courses will be joined into EDUC 4994 as a 4 credit course. The School of Education provides a ***Student Teaching Handbook*** with detailed information for this semester.

Important:

1. Candidates are strongly advised to complete all of the subject matter /content coursework required for state licensure before Student Teaching to avoid delay in licensure.
2. Candidates may not take other, non-EDUC required Stockton courses that conflict with the designated PK12 school day.
3. Candidates must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses.
4. A candidate may re-take courses in the Professional Education sequence only one time.
5. Candidates are expected to adhere to behavioral expectations in the University setting and while in a P-12 setting. Any behavior in violation of policy can result in actions including withdrawal from course(s). See handbook section for more details.

6. The School of Education reserves the right to determine whether or not the candidate will be permitted to repeat Full-time Final Clinical Practice, after a period of reflection and mandatory meeting with the Program Chair and Assistant Dean.
7. Criminal History: Disqualifying information sent to Stockton while any candidate is enrolled in Full-time Final Clinical Practice will result in immediate removal from the P- 12 School unless/until the matter is cleared.

*** The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

Certification Exam Requirements

The Praxis II Tests

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 a placement in PT Clinical Practice II**. A candidate may elect to qualify using the state flex rule. Details on the flex rule are found on the School of Education's website.

Candidates must take and pass the Praxis II tests in the same series of tests as required by the State of New Jersey for certification.

Candidates should check on their test results that the test is both "passed and met" or meet stipulations of the state flex rule.

*** *See above, as test requirements may change*

The deadline to file passing Praxis II scores with the School of Education is April 1st for an upcoming FALL semester PT Clinical Practice II placement and October 1st for an upcoming SPRING semester PT Clinical Practice II placement. Summer deadlines are March 1 for Clinical Experience and February 1 for Clinical Practice I. To observe district Boards of Education deadlines, the School of Education cannot place candidates whose passing scores come in after these deadlines.

Please note that ETS will only send scores at the END of a testing window, which may be several weeks after your scheduled test date. Candidates MUST schedule tests well in advance of score deadlines listed above. Many candidates do not pass Praxis II exams on the first try. Candidates are strongly urged to plan several months in advance to allow themselves time for retaking the exams, as outlined below.

A candidate may elect to opt-in Praxis fees on their Stockton tuition bill. For more information see the School of Education FAQ website.

Praxis II Retake Policy:

Tests that are offered continuously may be taken once every 28 days, not including the initial test date. In the case of a combined test, individual tests can only be taken after a 28-day period.

Tests that are offered during testing windows may be taken once per testing window.

Check the ETS web site for updated information on Praxis-at-Home, which may have different schedules.

Registering for the Praxis II Test

When registering for the Praxis II, you must do the following:

1. Make certain that you first choose NEW JERSEY, so that you register for the correct Praxis II test. Be sure the code(s) you sign up for match the code(s) listed in your Degree Works.
2. List your full name and Social Security Number (as required by the NJ Department of Education).
3. List both of the following agencies to receive your score reports. Candidates who do NOT list both Stockton and the New Jersey Department of Education delay receipt of their CEAS.
    - Stockton University is R2889
    - NJ Department of Education is R7666

Elementary Certification with Middle School Specialization

Elementary certification candidates who request a middle school placement for the Final Clinical Practice Semester must pass both the Elementary K-6 Praxis II AND the Praxis II for the middle school specialization area [LAL; Science; Math; Social Studies] in which they want to student teach by the end of the Clinical Practice I semester.

Note that the Middle School Endorsement Certificate can never be a stand-alone certificate.

Subject Matter Certifications

Candidates who request a subject matter certification must pass the test for the K-12 certification. This includes those who want to teach K-12 subjects like Art and also those who wish to teach in a high school. More than one Praxis II test may be required for certification, especially in the sciences.

World Language Certification Test (OPI)

World Languages certifications require an OPI (Oral Proficiency Interview), in addition to the Praxis II.

A candidate may student teach with only the Praxis II portion passed and on record but will not be recommended for certification without both the OPI and Praxis II passed.

For more information on the OPI, consult the following link.

Please note that for Spanish and French Certification, both the Praxis II and the OPI must be passed at the state required levels.

The NJDOE requires a score of Advanced Low on the OPI for certification.

Retake Policy: The OPI may only be taken every three months.

Stockton Teacher Performance Assessment (TPA)

The Teacher Education Program, in alignment with state legislation, has begun the process of adopting a new, program-created performance assessment. The assessment, Stockton Teacher Performance Assessment (TPA) replaces the once, state-mandated edTPA. The pilot phase of this new performance assessment is effective as of Fall 2023. Candidates will prepare for, be informed of, and complete the TPA as part of the professional education course sequence. Below are a series of commonly asked questions. For additional information, contact the School of Education.

Why are student teachers still doing a performance assessment if edTPA has been eliminated?

- As of 1/18/23, NJDOE law shifts the responsibility of determining the performance assessment from the Commissioner of Education (edTPA) to individual educator preparation programs. (S896 w/GR). Therefore, all teacher candidates must still complete a performance-based assessment, at the university level, that provides a measure of candidates' pedagogical skills in alignment with program, state and national standards.

What is the performance assessment designed to achieve?

- The performance assessment provides a ***direct measure*** of our candidates' competencies in planning, instructing and assessment to support learners' academic achievement.
- The performance assessment asks candidates to do mostly what they are already doing in their preparation programs: demonstrating research-based teaching skills through instruction and reflection. Artifacts (direct measure), such as video are collected to illustrate competency with the implementation of a candidate's planned lessons (indirect measure). Video, specifically, allows for confirmation of candidate practices in alignment with Danielson Framework for Teaching, our program's chosen tool for preservice teacher evaluation.

- The performance assessment is candidate-driven, and mentor teachers will not be asked to do any additional work beyond their normal routine when mentoring student teachers.
- The performance assessment, in addition to existing student teacher evaluations by mentor teachers and university supervisors, allows for triangulation of findings on candidate proficiency.

What policies are in place to ensure the confidentiality and security of candidate materials and assessment data, including access to and use of video recordings?

- Stockton students will only video-record using the Swivl app directly to the web-based Swivl Cloud program. Within the Cloud, students cut video to no more than 15 minutes of unedited instruction, then transfer it from the secure Cloud to Stockton-approved, FERPA-compliant platform providers (Blackboard, Taskstream & Exxat).
- The name of the state, school, district, and students will not be used.

What if a candidate's classroom contains students who may not be filmed (witness protection program, religious objections, etc.)?

- The classroom and filming angle will be set up to capture "backs of heads" only.
- Candidates may record a whole group lesson or a small group (minimum of four students).

*** The New Jersey Department of Education continuously updates state licensure code that impacts requirements such as Praxis tests, teacher performance assessment, candidate GPA, clinical placement hours, and content-area course work. Check the School of Education website for the latest updates.

Clinical Placement Components- Expectations, Policies, and Guidelines

COVID-19 Considerations - *The clinical components of these placements are aligned directly with the school district's plan for operation and the state guidelines for certification. Once your clinical instructor allows you to begin, all candidates will abide by and follow the same school calendar and schedule as the mentor teacher. All variations of modalities, as determined by the school district, will be followed in accordance with the school district's plan (online synchronous/asynchronous, other remote method, and/or face-to-face). Any variations in placement or mentor teacher must be reviewed and approved through the Field Director. Each faculty member will work directly with each candidate to verify modifications required because of the pandemic.*

Expectations

The intent of the clinical placement components of the Stockton Teacher Education Program is to provide candidates with opportunities to put information learned in their education courses into practice within a P-12 setting under the guidance of a licensed teacher. Clinical placement offers candidates opportunities to assist in the learning process within the school setting. All candidates will have exposure to a variety of school environments.

During all clinical components, candidates are expected to observe and participate. As a candidate proceeds through the Program, the level of active participation increases. The program faculty and clinical placement supervisors define the requirements for clinical components—and the mentor teachers help facilitate these experiences.

Policies

All clinical placements are coordinated and organized by the School of Education via an online application due October 1 or April 1 (February 1 or March 1 for summer). However, all final decisions regarding placement are at the discretion of the School of Education. **Candidates must NOT make their own placements. Doing so places the school district, its employees, board members, the candidate, and the School of Education in difficult positions.** Candidates should direct all questions about placements to the Field Director.

Candidates apply through our online system, accessed at the School of Education website under "Current Students."

Regular email messages sent by the School of Education include reminders about these deadlines, which occur PRIOR to preceptorial advising. For this reason, you are expected to check your email regularly and be familiar with established guidelines per the advising documents provided. In the event you must take a semester leave between certification courses, you should stay in contact with your preceptor and check our website regularly. Candidates who fail to apply by the deadline are not guaranteed a placement.

Clinical Practice placements must be completed within the State of New Jersey in a public school setting and must be within 60 miles of the main campus. For requests beyond 60 miles, see the Field Director.

The candidate generally may not be placed in a school where he/she has had a personal or professional relationship (a school that he/she attended and/or graduated, a school where family members are attending or working, or a school where he/she substituted or completed clinical placement). If a candidate is placed in a school where that candidate has had a personal relationship (a school that he/she attended and/or from which he/she graduated, a school where family members are attending or working, or a school where he/she substituted or completed other clinical placement), ***this relationship must be disclosed at the time of the***

application or at the time of the placement. The disclosure form can be found in the Teacher Education Handbook Appendix.

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

Many factors go into a school's decision to accept a candidate for a clinical placement. School administrators and prospective Mentor Teachers may want to interview Student Teaching candidates. All placements must be approved by the local Board of Education. When the placement is officially confirmed, the School of Education will notify the candidate. The candidate should then communicate directly with the Mentor Teacher, understanding that some teachers may not read their email during the summer months. Per program guidelines explained above, candidates should make NO attempt to adjust placements once they are confirmed with a school district. Direct discussion regarding revisions to placements or assignments with PK12 school personnel at any level is strictly prohibited. Any concerns should be sent to the Field Director.

Placements differ between districts and even between buildings in the same district. While our Field Director will make notifications as soon as possible, please note that your requested school may have a delay that is beyond our control. In the event a delay will extend beyond the second week of classes, the Field Director will contact your clinical instructor and you to provide an update.

Please contact the Field Director with any questions you have about your placement. Additional messages to other faculty members or office staff will be redirected to the Field Director.

The program requires at least three clinical placements before Full-time Final Clinical Practice/Student Teaching; two of these placements should be in a different school district.

The program offers multiple placements by semester; offers a year-long Part-time Clinical Practice II/Full-time Final Clinical Practice placement; and if available at the district, also offers a co-teaching model option for the Final Clinical Practice placement.

Candidates must have at least one placement in a school district identified by Stockton as a diversity school district. The Clinical Experience placement traditionally fulfills this requirement.

For elementary and secondary certification candidates, one of the placements is encouraged to be in a middle school setting.

Guidelines

Professional Conduct in Clinical Settings

Candidates are expected to follow the New Jersey Professional Standards for Teachers and the NEA Code of Ethics.

You are expected to adhere to the following procedures ,adhere to the following these , in addition to those found in the in addition to those found in the Mentee/Mentor Clinical Handbook. Failure to follow these rules can result in your dismissal from your clinical placement and disciplinary action may be taken based on the behavioral guidelines.

Stockton asks that teacher candidates follow basic courtesies and standards of professional conduct, including but not limited to the following:

- During the COVID-19 pandemic, and/or similarly unusual circumstances, always remember that university students are guests in our public schools. As such, you should follow all guidance and directives from the school setting. When in doubt about any school-issued guidance or directive, contact your university instructor and cc the fielddirector@stockton.edu email account to seek clarity.
- As soon as you receive your clinical placement confirmation, please contact the school immediately. Identify yourself as a candidate in the School of Education Program at Stockton, give them your name,

and schedule a time to meet with the Mentor Teacher***. Note: In summer, many teachers do not check their email.***

- Please note that you are not expected to begin your field work hours until directed by your clinical instructor (EDUC 3100 Clinical Experience, EDUC 3101 Clinical Practice I, EDUC 4600 Clinical Practice II). *Only Full-time Final Clinical Practice (Student Teaching) begins earlier than the Stockton semester.*
- Be prompt and attend as expected. Follow the school's procedures for check -in upon entering or leaving the building.
- Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, University Supervisor, and the School of Education faculty. Rumors and statements based on misconceptions or half- truths can cause embarrassment and/or legal consequences for the school community, the School of Education, the University, and to the student teacher.
- Follow the protocol and format for the log of hours and activities while in the school setting as presented by your clinical course instructor including a mentor teacher signature confirming hours and detailed accounting of activities during the visitation.
- ***Most school districts will be implementing strict guidelines on the use of electronics by both students and staff. Make certain that you have read these local guidelines.***
    - Interactions with students should be within professional context only. Do not contact or interact with students in any way outside of the classroom or school setting. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed.
    - If a student makes any attempt to interact with you in any way outside of the academic setting, including online email or social networking, do not respond. Report the attempted contact to your Mentor Teacher, clinical instructor, and Program Chair immediately.
    - Do not use any personal electronic devices while you are engaged in your clinical placement experience placements. This includes texting while in the classroom.
    - Do not discuss your clinical placement on any social media
    - Use of social media platforms is discouraged during clinical semesters. Review of privacy settings of existing social media accounts is recommended.
    - Do not take photographs of your students; this includes any and all internet- based photo apps, unless you have signed release forms from your Mentor Teacher to do so.
    - Any video required for instructional purposes must be approved in advance. For all TPA-related work, follow Stockton University protocol for recording devices, video storage, upload (and supervision, if required).
    - Please leave your phone in your vehicle.
- Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code.
- Pupils may have allergies to cologne and /or heavily scented products; do not use these while in contact with pupils.
- Always use appropriate professional language.
- In the public schools, students do not call teachers by their first names. As a professional educator, the student teacher should always be addressed as Mrs., Ms., Mr., or whatever title is appropriate.
- Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc.
- Make effective use of time in the classroom setting, being an active participant per the mentor teacher's directions, and plan additional time, beyond the clinical setting to reflect on performance/contributions, improve lessons, or provide student feedback.
- Do nothing to undermine the delicate relationship between a teacher and his/her students. Remember you are a guest in this classroom. Always follow the classroom teacher's directions when working with his/her students.
- Any variation in classrooms visited while in the clinical setting must be approved, in advance, by the mentor teacher.

- Approach any suggestions or questions with the Mentor Teacher and/or Supervisor privately and respectfully.
- 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.

Completion of Student Teaching and State Certification

Candidates who successfully complete all the requirements of the Stockton Education Program at the minimum grade level of a B- or better, with a 3.0 GPA, are recommended to NJDOE for certification by the Dean of Education.

Requirement	***Information***	***Important Notes & Reminders***
Graduation	Please note: Candidates must ***actually apply*** to graduate by completing a Graduation Application. This application can be found on-line. At the time of the application, candidates must designate that they will be walking in graduation with the School of Education. ***Failure to apply for graduation will stop the process of certification (unless you are a post-bac)***	*The application must be submitted at the beginning of the term in which you plan to complete your graduation requirements. Please obtain, complete, and submit your application by: October 1st for Fall Term, February 1st for Spring Term, and June 1st for Summer Term.*
Program Distinction	Teacher Education Program Distinction is achieved by earning a grade of A in all of the following: the inclusive learning course; Instructional Technology or an equivalent; Diversity course; Development of the Learner course if taken; and all courses in the Clinical Experience, PT Clinical Practice I, PT Clinical Practice II and Final Clinical Practice semesters. This includes the actual grades earned in any of these courses transferred from other institutions. Every grade must be an A. In addition, the overall GPA earned must be a 3.5 or higher.	*The awarding of program distinction is done by the School of Education and does not require any additional paperwork by the graduate herself/himself.* *Any other honors designation is conferred upon the graduate per Stockton's policy.*
Certification Application	Instructions, and exit surveys will be emailed at the end of Student Teaching directly to each student teacher.	
Licensure	Instructions will be sent in an email with dates near the end of student teaching. ***Note: a 3.0 GPA or use of flex rule is required for licensure. Stockton will not recommend you to the state for a CEAS if your GPA is lower than 3.0***	
Missing Content Courses	Candidates are strongly advised to complete all of the subject matter /content coursework required for state licensure before Student Teaching. Official advising documents including Degree Works should be consulted and reviewed along with regular appointments with assigned preceptors to ensure all requirements for the degree and certification are met.	*Failure to complete the content requirements will delay the School of Education's recommendation to the New Jersey Department of Education.*
TPA	TPA is taken during student teaching semester. If the scores are not received prior to the final grade deadline, the candidate should consult with the capstone instructor for information on the impact for licensure.	*Failure to meet the program cut score will delay the School of Education's recommendation to the NJDOE. A passing score must be earned to be recommended for licensure.*

Recommendation for Certification from the School of Education	After the application is approved by the School of Education and after clearance from the University to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton. ***Note: the University must confer the degree before any recommendation is sent. Refer to the University calendar for graduating senior and commencement dates.***	*The submission requires the following: reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual documentation that an approved training program has been completed, and the formal completion of the BA/BS.*
Receipt of the Actual Teaching License/Certificate	Paper certificates will no longer be issued by the state. All information about certificates is now online including certificate name, certificate ID number, date of issuance, and expiration date if applicable.	*The holder of a CEAS certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are more than 40 states that are part of this agreement.*

Type of Certificate	**Definition**
CEAS Certificate of Eligibility with Advanced Standing	You are eligible to be hired and you have completed Student Teaching
Provisional	You are hired and working in a school as a first (or second) year teacher
Standard	You are eligible for a permanent certificate after being mentored for a minimum of 30 weeks and receive two annual effective or highly effective annual evaluation ratings in your school/district.

Behavioral Expectations, Violations and Termination

Behavioral Expectations for Continuation and Certification in the Education Program

If at any time a faculty or staff member indicates that they have concerns about a candidate's progress and/or dispositions toward the teaching profession; the administration has the right to require additional and/or alternative evaluation procedures or to prescribe remedial action. In some cases, it may be necessary to terminate a candidate from the Program. Specific procedures are outlined below.

Candidates must take responsibility to meet written and clinical placement portions of academic coursework as well as meet professional expectations of the Teacher Education Program. The goal of the Program is to help teacher candidates meet all professional and academic standards to become competent, caring, and qualified educators.

There are times when a candidate meets academic requirements but does not demonstrate appropriate professional behavior at the University or in field placements, as well as demonstrate unacceptable behavior at the University or in his/or her field placements. If a candidate has difficulty with any part of his or her academic program or fails to demonstrate appropriate professional behaviors, Program faculty and/or staff will intervene. **That intervention may result in the development of an individualized professional growth plan, up to or including dismissal from the program.** When disciplinary action is called for, the matter may be referred to the Campus Hearing Board.

When incidents or questions as to professional or unethical behaviors are reported to Program faculty or administrators, Program faculty and staff will make every effort to gather information and evidence from multiple sources, including clinical placement supervisors, faculty members, school personnel, law enforcement or other state agencies. Depending on the nature and severity of concerns noted, the response to the situation will differ and be dealt with on a case-by-case basis. Teacher candidates' behaviors or circumstances that may result in intervention and/or removal from one of the Programs are listed below to provide the teacher candidate a better understanding of Program expectations:

1. Behaviors in violation of the Campus Conduct Code (as found in the University Bulletin and Student Handbook).
2. Consistent failure to meet the New Jersey Professional Standards for Teachers. See Handbook of the Stockton Teacher Education Program, Student Teaching Handbook, and N.J.A.C.6A:9.
3. Multiple faculty reports to the Program Chair or administrators about a candidate's negative actions or attitudes regarding the teaching profession.
4. Unprofessional or unethical behavior as described in the Handbook of the Stockton Teacher Education Program and the Student Teaching Handbook, such as but not limited to failure to disclose a personal relationship in a placement, failure to follow P12 placement school procedures, or attempting to organize your own placement outside the School of Education.
5. Behavior in the School of Education (corridors, classrooms, offices, and lounges) or in certification coursework, or in clinical placement, or in Student Teaching that is deemed unacceptable by course instructors, faculty (including Program Chair) and staff of the School of Education, or field placement district school personnel (based on that field placement district's school's code of conduct or policies and/or the Stockton University's policies).
6. Irresponsible behaviors may include disregard or disrespect for the school's policies and procedures or the University's policies and procedures.
7. Behavior considered conduct unbecoming a New Jersey Certified Teacher, including factors that the New Jersey Department of Education would use to rescind or deny teacher certification.

Based on programmatic concerns and in the professional academic judgment of the Program faculty and staff of the School of Education, the University reserves the right to act up to and including removal from the Program for behaviors listed in items 1-7 above.

Matters of an academic nature that become serious may require disciplinary action through the Office of the Provost, or, in some cases, the University's Campus Hearing Board. The determination as to whether a matter requires disciplinary action is a matter of professional judgment to be decided by Program faculty and staff of the School of Education on a case-by-case basis.

Procedures for Review of Alleged Violations of Behavioral Expectations

After gathering information, the program faculty and administration will determine the appropriate action to be taken. Based on the facts presented and in the professional academic judgment of the program faculty, actions from dismissal of the claims up to and including dismissal from the Program or referral to the University's Campus Hearing Board will be considered, as outlined below. The level of review undertaken by the School of Education will be determined by the Assistant Dean of Education (or his/her designee) based upon the severity of the alleged behavioral violations.

Level 1 Review

If the candidate has problems in the field placement that were not caused by the candidate's improper action, the School of Education will provide the candidate with an alternative field placement. The circumstances will be recorded in the candidate's file.

Level 2 Review

Where a candidate violates University policy, fails to meet professional standards, has a negative attitude toward the teaching profession, acts unprofessionally or acts inappropriately in the School of Education, in classes, and/or in field placements/clinical experiences as set out in the Program Handbook and Student Teaching Handbook, and the Program faculty has determined that such behaviors can be remediated, the candidate may meet with the Program Chair to identify and discuss the concerns, and the candidate will be given specifics regarding what actions need to be improved. The candidate will receive a written warning that will document the facts and remediation.

The circumstances will be recorded in the candidate's file.

Level 3 Review

If a candidate has a repeated pattern of behaviors at Level 2, the Program Chair and/or the Assistant Dean of Education, as appropriate, will follow the procedures as outlined below:

- A candidate whose behaviors and judgments appear to warrant termination will receive written notice specifying concerns.
- A candidate will be given the opportunity to meet with Program Chair and the Assistant Dean of Education and other individuals, as appropriate, to develop a professional growth plan which may include credit bearing coursework, itemizing specific actions, stipulating specific required behavioral changes within a designated time frame to serve as a contract to possibly avoid termination from the program.
- If a candidate meets the requirements of the growth plan, no action to terminate will occur. Completion of the growth plan agreement does not preclude consideration of termination in the future if candidate's behavior warrants such consideration.
- If a candidate does not fulfill the growth plan agreement or does not choose to participate in developing a growth plan, the candidate will be given written notice of a Level 4 Review.
- The actions will be documented in the candidate's file.

Level 4 Review

When a candidate's behavior violates any expectations listed in items 1-7 (p. 20), the Program Chair, Assistant Dean, and Dean of Education reserve the right to immediately terminate the candidate from a placement and/or recommend termination from the Teacher Education program. The following procedure will be followed:

- The candidate will be notified in writing of intent to terminate specifying the cause of the decision.
- The candidate will be provided a hearing opportunity to present any additional information.
- The Program Chair will make a termination recommendation to the Dean of Education regarding the placement and the Teacher Education program.
- The candidate may appeal the recommendation in writing to the Dean of Education, who will make the final decision regarding the placement and who will make a recommendation to the Provost about termination from the Teacher Education program.
- The Provost will make the final decision regarding termination from the Program.
- The actions will be documented in the candidate's file.

Level 5 Review

Where in the opinion of the Program faculty a candidate has violated University policy and such act(s) warrant discipline, in addition to academic action, the Program faculty may refer the matter to the Campus Hearing Board. The actions will be documented in the candidate's file.

Special Situations

1. In the event the Program Chair, Assistant Dean, or Dean serves as a preceptor to a candidate in violation of behavior policy, an alternate faculty member or administrator will be designated to serve in their place as either preceptor or decision-maker to eliminate the conflict of interest.
2. In the case of consecutive absences by your Mentor Teacher, the clinical placement candidate/student teacher must contact the University Supervisor and Field Director.
3. A clinical placement candidate that is involved in any situation or incident where legal action is possible, and/or is a witness or party to the situation or incident, must report this to the Field Director immediately.
4. If any problems arise that the clinical placement candidate and the Mentor Teacher(s) cannot resolve, the clinical placement candidate must contact the Field Director.
5. Occasionally, a candidate is unable to meet the performance standards of clinical components; or a candidate comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the clinical placement experience should be discussed with the Field Director.

Professional Education Sequence Termination Procedures

Definition

There are three types of termination:

- school district termination, which generally arises after a breach or unexpected situation
- School of Education termination, which generally arises for academic or behavioral reason
- self-termination, when a candidate decides to withdraw voluntarily

District and/or School of Education Policies

Candidates must adhere to the policies and procedures of the University (Campus Conduct Code as found in the University Bulletin and Student Handbook) the School of Education (Teacher Education & Student Teaching 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 termination from the program.

Reasonable Cause

Candidates may be considered for termination following verifiable reports of unprofessional or unethical conduct, or multiple reports of a candidate'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 clinical intern or student teacher at any time.

Procedure

When the School of Education is formally alerted to an alleged breach, it is immediately referred to the Assistant Dean of Education. A candidate whose behavior appears to warrant termination will receive written notice from the Assistant Dean of Education specifying concerns. The School of Education will make every effort to gather information from multiple sources (i.e. appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the information-gathering is complete, the decision for continuance in the clinical placement rests with the Dean of Education. The recommendation to terminate a candidate will be communicated by the Dean of Education to the Provost. The Provost will make the final decision regarding the candidate's status with the University.

Charges for Incurred Expenses

Should a candidate be terminated, or self-terminate at any time once clinical components begin, she/he will be assessed accordingly for University expenses already incurred, i.e. tuition & fees. Any monetary refunds are subject to federal refund timetables (fall/spring) and University policy.

Grading/Withdrawal

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

Appendices

Personal Relationship, Paid Work, and Substitute Teaching Disclosure Form

Candidate Name_____ Z_____

As a candidate enrolled in the Stockton University Teacher Education Program, I have read and fully understood the Teacher Education and/or Student Teaching Handbook, specifically sections on Behavioral Expectations and Professional Conduct regarding my behavior and conduct in the school setting.

Specifically, I agree to abide by the following three policies that guide ethical practice in balancing unpaid clinical practice (including Student Teaching) with paid work and/or substitute teaching and/or personal relationships in school settings:

- ☐ Generally, candidates may **not** be placed in a school where they have had a personal relationship (a school where they attended and/or from which they graduated, a school where family members are attending or working, or a school where they have worked/substituted). ***Candidates may appeal to the clinical instructor, in special circumstances, to count a maximum of 25% of their work or substitute hours in a district concurrently with a placement that has identified a substitute shortage; such paid work may ONLY be done when a candidate seeks clinical instructor approval, completes this form and is confident s/he can complete the remaining 75% of the required placement hours on a volunteer basis under the supervision of a mentor teacher, in addition to paid substitute hours, and complete all clinical assignments.***
- ☐ Candidates placed in a school where they ***have had*** a personal relationship and/or been employed for more than 100 hours (see above), ***must disclose this relationship at the time of the application and at the time of the placement on this form.***
- ☐ ***Failure to disclose this information could result in the termination of the placement and other actions as deemed appropriate by the School of Education.*** In general, candidates who can demonstrate that the prior relationship/employment will not pose a conflict will be permitted to remain in the placement. However, if a conflict arises, the School of Education may have no alternative but to discontinue the placement.

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

By my signature below, I am disclosing the following (please check and describe in the space below):

- ☐ Personal relationship
- ☐ Prior paid work/substitute teaching of 100 hours or more
- ☐ Intent to substitute up to 25% of mandatory placement hours

_____

_____

- ☐ I understand that my conduct in any school while I am engaged in paid work is subject to all components of the Teacher Education program as outlined in the Handbooks.

Candidate_____ Chair_____

(date) (date)

Clinical Placement Office_____ Dean_____

(date) (date)

By my signature below as District Official where a Stockton candidate is/will be placed, I understand and agree to the policies above.

Printed Name_____ Signature_____

(title) (date)

New Jersey Professional Standards for Teachers

The Stockton Teacher Education Program is aligned to the New Jersey Professional Standards for Teachers (NJPST). These standards outline the competencies expected of a novice teacher including the performances, knowledge and dispositions. Standards are broken into four main categories with a total of eleven standards. These standards are further aligned with the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. For more information, see the New Jersey Department of Education website (http://www.state.nj.us/education/profdev/profstand/).

NJAC 6A: 9C – 3.3 Effective May 5, 2014

The Learner and Learning (Standards 1-3)

1. Standard One: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
2. Standard Two: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. Standard Three: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge (Standards 4-5)

4. Standard Four: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. Standard Five: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice (Standards 6-8)

6. Standard Six: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
7. Standard Seven: Planning for Instruction. The teacher plans instruction that supports every candidate in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. Standard Eight: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility (Standards 9-11)

9. Standard Nine: Professional Learning. The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each candidate, using evidence of candidate achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase candidate learning.
10. Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for candidate learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
11. Standard Eleven: Ethical Practice. Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all candidates.

NEA Code of Ethics of the Education Profession

The Stockton Teacher Education Program is aligned to the NEA Code of Ethics of the Education Profession. As such, candidates are expected to maintain a commitment to the children they serve and the profession by abiding by the code of ethics set forth below.

Preamble

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

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I – Commitment to the Student

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

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

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

Principle II – Commitment to the Profession

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

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

In fulfillment of the profession, the educator –

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a student for a professional position
5. Shall not assist a non-educator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action

Adopted by the NEA 1975 Representative Assembly

Reprinted from the National Education Association (NEA) website: www.nea.org

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Washington, D.C. 20036
(202) 833-4000

Reporting of Allegations of Child Abuse

The New Jersey Administrative Code (6:16-11.1) 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. 9:6-8.10 shall immediately report to DCF's Child Protection and Permanency (CP&P). They accept 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. For more information go to the DCF website.

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

Danielson Framework for Teaching*

The Stockton Teacher Education Program is aligned to the state approved teacher practice evaluation instrument, *Charlotte Danielson: The Framework for Teaching* (2013 edition). This framework provides a detailed discussion of all aspects of a teacher's role in and outside of the classroom including descriptions of the various levels of performance expected by a teacher from novice to seasoned level. This framework is used as a guide throughout program curriculum and utilized to formally evaluate Student Teaching performance.
*Transition to the 2022 edition will take place during the 2023-2024 school year.

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content and the structure of the discipline
- Prerequisite relationships
- Content-related pedagogy

1b Demonstrating Knowledge of Students
- Child and adolescent development
- Learning process
- Special needs
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom use
- To extend content knowledge and pedagogy
- Resources for students

1e Designing Coherent Instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f Designing Student Assessments
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement • Student pride in work

2c Managing Classroom Procedures
- Instructional groups •Transitions • Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and para-professionals

2d Managing Student Behavior
- Expectations • Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

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DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy
- Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning
- Non instructional records

4c Communicating with Families
- Information about the instructional program
- Information about individual students
- Engagement of families in the instructional program

4d Participating in a Professional Community
- Relationships with colleagues
- Participation in school and district projects
- Involvement in culture of professional inquiry
- Service to the school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct
- Service to students
- Advocacy
- Decision-making
- Compliance with school and district regulation

Career Opportunities

Certification does not ensure employment. Candidates are urged to prepare beyond the minimum requirements and to develop and document unique talents that are in demand in schools.

Completion of an accredited program provides the certified teacher with many options including employment in other states and abroad. Graduate study in education or in the major area of study as it relates to teaching is an option. Candidates should also know that work in education may contribute specifically to preparation for work in a variety of human service and leadership positions.

Candidates should seek advice from the Career Education & Development Office — (609) 652-4650.

Candidates are also urged to check various web-based career sites, including:

www.Teachers-Teachers.com

www.nea.org

www.teacherssupportnetwork.com

www.njschooljobs.com