

Stockton University

STUDENT TEACHING HANDBOOK

**Guidelines for
Students, Cooperating Teachers, and University Supervisors**

School of Education
Academic Year 2015-2016

Type Student Teaching Handbook in
Stockton's Search Box

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School of Education
Student Teaching Handbook

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

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

Our novice teachers:

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

Accreditation & Program Overview

The Stockton University's Teacher Education Program, designed to develop individuals into competent, caring, qualified educators and professionals, is accredited by the Teacher Education Accreditation Council (TEAC) for a period of seven years, from 2013 to 2020. This accreditation certifies that the Teacher Education Program has provided evidence that it adheres to TEAC's quality principles. As of 2014, TEAC merged with CAEP, the Council for the Accreditation of Educator Preparation.

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

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

The Teacher Education Program is a fieldwork-intensive program requiring candidates to spend 160 hours in public schools prior to the student-teaching semester. Field experiences/clinical practice (including Student Teaching) are coordinated and organized by the School of Education. Students complete certification requirements either in conjunction with or following the completion of a first bachelor's degree in the liberal arts or other major.

The Stockton University School of Graduate Studies also offers endorsement programs for certified teachers in English as a Second Language (ESL), Bilingual/Bicultural Education, Students with Disabilities (TOSD), Preschool-Grade 3 (P-3), Supervisor, Principal, Reading Specialist, and Learning Disabilities Teacher-Consultant (LDTC).

The Student Teaching Handbook

The Student Teaching Handbook is written to aid students, cooperating teachers, University supervisors, and school administrators with guidelines designed to present a common set of understandings about accepted practices and procedures governing Student Teaching.

The Student Teaching Handbook is divided into sections concerning the requirements for the student teacher, the cooperating teacher, and the University supervisor

Student Teaching Program Requirements

A. State of New Jersey Criminal History Background Check Clearance Letter

Complete the NJDOE required Criminal History Review Process and have documentation of the clearance approval letter on file with the Stockton School of Education.

- The background check includes fingerprinting through *the state's contracted service provider*.
- Students must provide the CLEARANCE APPROVAL LETTER with a state seal
- No fieldwork placements can be made until the clearance letter is received.
- *Certain school districts require both the clearance letter and the sub certificate.*
- In addition to the clearance letter and sub certificate from the state, individual districts may also require additional documentation.

See the following link for more information: <http://www.state.nj.us/njded/educators/crimhist/>

Criminal record: a criminal record may preclude teacher certification or entrance into a teacher preparation program.

Criminal History: Disqualifying information sent to Stockton while any student is enrolled in fieldwork/student teaching will result in immediate removal from the P-12 school unless/until the matter is cleared.

B. State of New Jersey Health Exam Requirement

According to the New Jersey Department of Education (6A: 910. 4-5.9), candidates for instructional certificates shall pass an examination in physiology, hygiene, and substance abuse issues. Candidates who have completed basic military training or other appropriate coursework in human biology, health, or nutrition may be exempt from this exam. However, an exam is offered free of charge on campus each semester. The state health test is also administered through the office of any county school superintendent.

C. State of New Jersey Mandated Pre-Service HIB [Harassment, Intimidation, and Bullying] Training

According to the New Jersey Department of Education, beginning with the 2012-2013 school year, all candidates for teaching certification who have completed a teacher preparation program at a regionally accredited institution of higher education must have satisfactorily completed a program on HIB prevention. This requirement is generally completed in the Introductory Semester at Stockton.

D. Certification Exam Requirements - Praxis Requirements

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

Praxis II and any other state-mandated certification exams must be taken, passed, and filed with the School of Education prior to applying for and being placed in Student Teaching. Elementary certification candidates who request a middle school placement must pass the Elementary K-6 Praxis II ***and*** the Praxis II for the specialization area [LAL; Science; Math; Social Studies] in which they want to student teach. Visit the curriculum links on the www.stockton.edu/education web page for specific Praxis II codes for each test.

Candidates for student teaching and certification should consult with the staff of the School of Education to confirm that they are taking the appropriate tests for the certification. For the latest information on the tests required for certification by the New Jersey Department of Education, follow this link: <http://www.nj.gov/education/educators/license/1112.pdf>

Registering for the Praxis II and Receipt of Score Reports

A candidate for certification must insure that his/her scores are sent directly to both Stockton University and the New Jersey Department of Education. The New Jersey Department of Education must receive a direct report from ETS of the candidate's scores, as certification cannot be issued by the state without receiving direct scores that indicate the name and *social security number* of the applicant.

The Praxis II registration form asks for the name of *Agencies to Receive Score Reports*. Stockton's agency code is *R 2889 Stockton University*. The New Jersey Department of Education agency code is *R 7666 NJ Department of Education*.

It is the candidate's responsibility to save his/her scores reports from the Praxis test. ETS no longer provides hard copy of the test scores to Stockton University; the University cannot provide the score report. For more information on Praxis exams, consult www.ets.org and follow the links for Praxis II.

Other State-Mandated Testing Requirements - World Languages

World Languages certification requires the OPI from the American Council on the Teaching of Foreign Languages. The New Jersey Department of Education requires a passing level of **ADVANCED LOW** for certification in world languages. For more information on the OPI, consult the following link: <http://www.actfl.org>

E. Course Requirements

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

Student Teaching EDUC 4990 [10 credits]

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

Student teaching follows the calendar of the individual school district and not the University calendar

Student Teaching Seminar EDUC 4991 [2 credits]

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

F. Program Requirements, Grading, Retention Standards, and State Standards

Teacher certification at Stockton follows the guidelines set forth by NJAC 6A: 9-10.1 to 9-10.4, the requirements for the undergraduate, post-baccalaureate, and graduate-level teacher preparation programs. The curricula and requirements are designed to help students meet the New Jersey Professional Standards for Teachers and to prepare them to teach subject matter in accordance with the Common Core State Standards and the Core Curriculum Content Standards.

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

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

In addition, teacher candidates are required to maintain a *TaskStream* subscription for the duration of student teaching; TaskStream is an online service that facilitates instructional planning and communication with faculty and fellow students during the professional education sequence of courses. TaskStream will be used to design and share lessons with the University supervisors during student teaching.

G. Support for Students with Disabilities

The School of Education is committed to providing equal educational opportunities for all academically qualified students in keeping with the legal requirements of the *Americans with Disabilities Act of 1990*. A teacher candidate with a disability who seeks and is entitled to reasonable accommodations must notify Disability Services in the Office of the Dean of Students at Stockton. It is the responsibility of that staff to verify a student's disability, to work with the student to identify reasonable accommodations, and to notify the student's instructors.

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

Teacher candidates with disabilities who will be participating in field experiences should discuss potential needs and concerns with the Program Coordinator and Assistant Dean of the School of Education, in addition to the Office of Disability Services, well in advance of any fieldwork placement to allow adequate time for planning, including the involvement of fieldwork professors, University student teaching supervisors, the cooperating teacher, and the administration of the host school, as appropriate.

H. Stockton's Learning Access Program

Students who are working with Stockton's Learning Access Program are strongly encouraged to consult with the program coordinator and fieldwork office prior to beginning the education sequence.

Part I

Guidelines for the Student Teacher

Student Teaching Placements

Student Teaching placements are coordinated and organized by the School of Education. All final decisions regarding placement are at the discretion of the School of Education.

A student may not conduct fieldwork at a site that has not been authorized and approved by the School of Education. ***Fieldwork placements must be completed within the State of New Jersey in a public school setting and must be within 60 miles of the main campus.***

A student may not conduct student teaching at a site that has not been authorized and approved by the School of Education. The student teacher 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 fieldwork).

If a student is placed in a school where that student has had a personal relationship (a school that he/she attended and/or from which he/she graduated, a school where family members are attending or working, or a school where he/she substituted or completed other field work), **this relationship must be disclosed at the time of the application or at the time of the placement. 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 student for a student teaching placement. School administrators and prospective cooperating 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 student. The student teacher should then communicate directly with the cooperating teacher.

Suggested Practices—*Before Student Teaching*

- 1) Plan to attend the mandatory student teaching meeting at Stockton to discuss expectations, procedures, evaluations and schedules before student teaching begins. Here you will meet your University supervisor.
- 2) The schedule for student teaching follows the schedule for the professional staff of the school district, including in-service programs and other professional development that may be offered. For the Fall Semester, you may expect that you will begin the school year several days before the students in that district report for the first day. **This may be before Labor Day for the Fall Semester.**
- 3) Contact your cooperating teacher to discuss placement, schedule and other issues of importance as early as possible.
- 4) Obtain a copy of your proposed teaching schedule including name of class, level and/or grade, room number, and class start and end times. Indicate the sequence in which you will take over subjects or classes. Send one copy of this teaching schedule and class take-over sequence to your University supervisor and one copy to the Placement Office of the School of Education; email is fine.

- 5) Maintain an active TaskStream account for the duration of student teaching. A TaskStream Direct Response Folio (DRF) is used to house all student teaching documentation. All submissions are required via this DRF system. Review guidelines on this process will be provided by email prior to the start of student teaching.
- 6) Obtain copies of appropriate items and become familiar with:
 - a. The school's administrative structure
 - b. The time school begins and ends each day
 - c. The cooperating teacher's daily schedule
 - d. The school's website
 - e. The materials (textbook, curriculum, guides) that you will use during student teaching
 - f. The policy the cooperating teacher will want you to follow with respect to the preparation of lesson plans and classroom procedures
 - g. The rules for students
 - h. The professional responsibilities of teachers, including the HIB policy
 - i. The district policy on the use of social media by staff and by students
- 7) Obtain a copy of the school calendar. Email a copy of the school calendar to your University supervisor and one copy to the School of Education at Stockton University **by the first observation by your University supervisor.**

Student teaching follows the calendar of the individual school districts and not the University calendar.

Email a Copy of the School District's Calendar to:

fielddirector@stockton.edu

Placement Office
School of Education
J201
Stockton University
101 Vera King Farris drive
Galloway, NJ 08205

A. Models of Student Teaching

The Stockton School of Education utilizes two structures for the student teaching experience: the traditional (Model #1) and the co-teaching model (Model #2).

In the traditional model, a teacher candidate slowly takes over the responsibilities of the classroom teacher serving as the lead during instruction. The classroom teacher serves as a mentor throughout this process with the responsibilities slowly increasing for the teacher candidate throughout the experience.

Co-Teaching is defined as two teachers, cooperating teacher and teacher candidate, working together with groups of students- sharing the planning, organization, delivery and assessment of instruction as well as instructional space. (Copyright 2013. *The Academy for Co-Teaching and Collaboration at St. Cloud University*) In this model, both teachers are actively engaged and involved in all aspects of instruction.

Research done on the co-teaching model has shown that benefits of this model can include:

- Reduce student/teacher ratio
- Enhances ability to meet student needs in a large and diverse classroom
- Consistent classroom management
- Greater student participation and engagement
- Enhanced collaboration skills
- Increase instructional options for all students

The act of co-teaching within instruction takes many forms. Each has the teachers (cooperating and candidate) taking on different responsibilities. These include:

- One Teach, One Observe
- One Teach, One Assist
- Station Teaching
- Parallel Teaching
- Supplemental
- Alternative (Differentiated)
- Team Teaching

A traditional model may have some elements of co-teaching within in it, but the true co-teaching experience utilizes one or more of these models on a daily basis.

Sample Student Teaching Schedules:

The following samples may be used as guidelines by the cooperating teacher, the University supervisor and the student teacher to develop a schedule that will provide a successful student teaching experience, depending on the model used.

Model #1: Student Teaching Schedule for the Traditional Model

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

1. Week One with Students

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

2. Weeks Two and Three with Students

1. Discuss with the cooperating teacher possibilities for involvement within school/district, including but not limited to in-services, back-to-school night, and faculty meetings.
2. Assist and increase responsibility of daily routines
3. Plan and teach one or two classes
4. Confer daily with the co-op
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

3. Weeks Four and Five with Students

1. Increase planning and teaching to three classes/subjects
2. Assume responsibility for daily routines
3. Increase and continue other activities
4. Evaluate progress with co-op
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

4. Weeks Six and Seven with Students

1. Increase planning and teaching to four classes/subjects
2. Continue other activities
3. Prepare for mid-term evaluation
4. Plan to demonstrate or improve performance in any area where competency is not yet acquired
5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form

5. Weeks Eight and Nine with Students

1. Increase planning and teaching to five classes/subjects
2. Assume nearly all the duties and responsibilities of the co-op
3. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for daily lesson plans

6. Weeks Ten to End of Semester

1. Function as the full-time classroom teacher
2. Discuss with the cooperating teacher plans to facilitate the return of classroom responsibility to the cooperating teacher
3. Complete on-line student teacher evaluation forms
4. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form
5. Prepare for the final evaluation

Model #2: Student Teaching Schedule for the Co-Teaching Model

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

This is a standards based model. Student teachers should advance from stage to stage when they and the cooperating teacher decide they are ready.

Stage 1

1. Gather information and learn the rules of the classroom, school, and district.
2. Discuss curriculum, materials, and resources with cooperating teacher(s)
3. Assist in daily routines from the first day. *“Out of your seat and on your feet.”*
4. Begin to use co-teaching models from day one including: one teach /one observe or one teach/one assist.
5. Ask questions about planning, differentiation, and special needs students. Learn all accommodations. The cooperating teacher does the majority of the planning
6. Observe other teachers in the grade and school.
7. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for daily lesson plans

Stage 2

1. Begin to plan lessons in some subject areas in consultation with the cooperating teacher.
2. Work on class management and mastery of content.
3. Discuss with cooperating teacher the possibility of involvement within the school and district.
4. Increase models of co-teaching and add models including: one teach/one assist, supplemental teaching, and station teaching.
5. Planning done together with cooperating teacher. Student teachers should be uploading lessons to be observed on TaskStream, while also completing district lesson plans with the cooperating teacher.
6. ***Complete by the end of Month One***

Stage 3

1. Develop mastery of content area. Move beyond the textbook where allowed.
2. Increase teaching responsibilities as teacher candidate takes the lead.
3. Increase models of co-teaching to including, parallel teaching, team teaching, and alternative teaching. Student teacher should be leading.
4. Student teacher takes the lead on planning, but still plans with the cooperating teacher. Student teachers should be uploading lessons to be observed on TaskStream while also completing district lesson plans with the cooperating teacher.
5. Student teachers should teach several lessons on their own. (Could be one teach/one observe with the cooperating teacher checking for questioning levels, etc.)
6. ***Complete by the Midterm***

Stage 4

1. Continue to lead on lesson planning. Student teachers should be uploading lessons to be observed on TaskStream while also completing district lesson plans with the cooperating teacher.
2. Utilize all 7 models of co-teaching with student teachers in the lead. Student teachers should also have solo teaching time.
3. Assume nearly all responsibilities and duties from cooperating teacher.
4. Develop an awareness of the broader issues in education and how these issues impact individual students.
5. Discuss with the co-teacher plans to facilitate the return of all classroom responsibilities.

B. Preparing for a Formal Co-op Teacher and/or University Supervisor Observation

Prior to the Observation:

1. Review the Danielson Framework
2. Submit a complete lesson plan form using Stockton's template on TaskStream three to four days before the date of the observation.
3. Review and revise the lesson plan based upon the suggestions of the University supervisor.
4. Confirm the date, time and location of the observation with the school to check for any conflicts in the schedule that would have an impact on the observation.
5. Confirm the date, time and location with the University supervisor and the co-op teacher

Post Observation:

1. Provide a formal written reflection on your performance within 2 days of the observation within the TaskStream lesson under "Author's Reflections/Critical Analysis."
2. Review feedback on the formal observation form available via the TaskStream system.

C. Professional Conduct

Attendance

- Be present, punctual, and prepared every day. Arrive early as often as you can. Be prepared to stay late as needed, and show your willingness to attend special functions or athletic events after school.
- *All absences must be made up.*
- Absences are reserved for serious illness and death in the immediate family. In the case of such an absence, always notify the field director at Stockton, the school office, the University supervisor, and the cooperating teacher BEFORE the beginning of the school day if you will be absent.
- Always have emergency lesson plans available. Work with your cooperating teacher regarding the development of these plans.
- Follow the school district's calendar. This includes all holidays and vacation days, regardless of whether or not they are the same as Stockton's. Take special note of the district's emergency closing procedures.
- Stockton University School of Education and the NJDOE require a full semester of student teaching.
- No incompletes are awarded in student teaching.

Professional Demeanor

Students are expected to follow the New Jersey Professional Standards for Teachers and the NEA Code of Ethics. <http://www.nea.org/home/30442.htm>

You are expected to be familiar with these, as well as other rules and policies unique to your fieldwork placement setting.

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

- As soon as you receive your fieldwork confirmation, please contact the school immediately. Identify yourself as a student in the School of Education Program at Stockton, give them your name, and schedule a time to meet with the cooperating teacher.
- 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 to the school community, the School of Education, the University, and to the student teacher.
- ***Be aware that as of 2015, most school districts will be implementing strict guidelines on the use of electronics by both students and staff. Make certain that you have read these local guidelines.***
 - Do not contact or interact with students in any way outside of the classroom or school setting. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed.
 - If a student makes any attempt to interact with you in any way outside of the academic setting, including online email or social networking, do not respond. Report the attempted contact to your cooperating teacher, fieldwork instructor, and program coordinator immediately.
 - Do not use any personal electronic devices while you are engaged in your field work/ clinical experience placements. This includes texting while in the classroom.
 - Do not discuss your fieldwork placement on any social media
 - Do not take photographs of your students; this includes any and all internet-based photo apps, unless you have signed release forms from your co-op to do so.
 - Any video required for instructional purposes must be approved in advance.
 - 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.
- Do nothing to undermine the delicate relationship between a teacher and his/her students. Always follow the classroom teacher's directions when working with his/her students. Unless specifically asked, never offer suggestions or alternative plans.
- Expect continued analysis of your classroom performance by experienced educators. Accepting constructive criticism without defensiveness and incorporating that feedback into future lessons is an essential part of your own professional development.

D. Employment/Extra-Curricular Activities

1. It is understood that during the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as a coach or a substitute teacher).
2. It is understood that if a student teacher chaperones student trips or assists with sports or other extra-curricular activities, that formal approval must be given by the school administrator and that the student teacher must always be accompanied by a certified district teacher. The student teacher must not be paid and should only handle school funds of any sort under the direct supervision of the co-op teacher.
3. It is understood that student teaching is a full semester experience that requires additional time out of school to prepare lessons, mark papers, etc. *Students must ensure that personal obligations, such as employment, do not interfere with the success of student teaching. Working, even part- time, may negatively affect classroom performance and pupil progress.*

Special Situations

1. In the case of consecutive absences by your cooperating teacher, the student teacher must contact the University supervisor and field director. fielddirector@stockton.edu
2. A student teacher 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 of ***immediately***.
3. If any problems arise that the student teacher and the cooperating teacher(s) cannot resolve, the student teacher must contact the University supervisor who - in turn - will contact the field director.
4. Occasionally, a student is unable to meet the performance standards of student teaching or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the student teaching experience should be discussed with the University supervisor and the Assistant Dean of Education

E. Completion of Student Teaching and State Certification

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

Requirement	Information	Important Notes & Reminders
Graduation	<p>Please note: Students must <i>actually apply</i> to graduate by completing a Graduation Application. This application can be found on-line.</p> <p>At the time of the application, students must designate that they will be walking in graduation with the School of Education.</p> <p><i>Failure to apply for graduation will stop the process of certification</i></p>	<p><i>The application must be submitted at the beginning of the term in which you plan to complete your graduation requirements. Please obtain, complete, and submit your application by: October 1 for Fall Term, February 1 for Spring Term, and June 1 for Summer Term. There is a</i></p>
Program Distinction	<p>Teacher Education Program Distinction is achieved by earning a grade of A in all of the following: Educational Psychology; the disabilities course; the developmental psychology course; Instructional Technology for K-12 Teachers or an equivalent; Diversity in Family, Schools, and Communities or an equivalent; and all courses in the Introductory, Intermediate; and Student Teaching semesters. This includes the actual grades earned in any of these courses transferred from other institutions. Every grade must be an A.</p>	<p><i>The awarding of program distinction is done by the School of Education and does not require any additional paperwork by the graduate herself/himself. Any other honors designation is conferred upon the graduate per Stockton's policy.</i></p>
Certification Application	<p>Instructions, applications forms and exit surveys will be emailed at the end of student teaching directly to each student teacher.</p>	.
Licensure	<p>You will be expected to make an appointment with the certification officer to review individual certification applications.</p> <p>http://intraweb.stockton.edu/eyos/page.cfm?siteID=84&pageID=76</p>	<p><i>Failure to keep this appointment will cause a delay in having an individual's licensure application forwarded to the</i></p>
Missing Content Courses	<p>Students are strongly advised to complete all of the subject matter /content coursework required for state licensure before student teaching.</p>	<p><i>Failure to complete the content requirements will delay the School of Education's recommendation to the New Jersey Department of</i></p>
Recommendation for Certification from the School of Education	<p>After the application is approved by the School of Education and after clearance from the University to release transcripts, the recommendation for certification is submitted to the New Jersey Department of Education in Trenton.</p>	<p><i>The submission requires the following: reviewing individual records for holds on Stockton accounts, checking inconsistencies in transcripts, producing individual</i></p>

Receipt of the Actual Teaching License/Certificate	As of May 15, 2015 paper certificates will no longer be issued by the state. All information about certificates is now online including certificate name, certificate ID number, date of issuance, and expiration date if applicable. Instructions to view this information can be found here: http://www.nj.gov/education/educators/license/tcis/instructions.pdf	<i>The holder of a CEAS certificate may apply for jobs in New Jersey or in states party to the Interstate Certification Agreement and the NASDTEC reciprocity agreements. There are more than 40 states that are part of this agreement.</i>
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Type of Certificate	Definition
<i>CEAS - Certificate of Eligibility with Advanced Standing</i>	You are eligible to be hired and you have completed student teaching
<i>Provisional</i>	You are hired and working in a school as a first year teacher
<i>Standard</i>	You have a permanent certificate after a year of being mentored in a school district

Part II

Guidelines for Cooperating Teachers

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

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

The cooperating teacher--

1. Is willing to accept the responsibility for the guidance of a student teacher;
2. Demonstrates sound teaching practices and can articulate their purposes, methods, and philosophies;
3. Utilizes effective coaching and mentoring skills;
4. Shows a desire to grow professionally and encourages others to do the same; and
5. Has taught for at least three years in his/her current position and comprehends fully the organization, policies, and educational philosophy of the school.
6. Follow administrative code (9A: 9-10.2a5)

Prior to the beginning of the student teaching experience, the student teacher is expected to contact you. The University supervisor will also meet with you and the student teacher at the beginning of the semester. At this time, the University supervisor will assist you in setting up a TaskStream account.

I. General Guidelines

A. Orient the Student Teacher to the School Community

Assist the student teacher in becoming part of the school community. Introduce him/her to the students and the faculty. Please make the parents aware of the new face in the classroom. Please smooth the transition for the student teacher to become a professional educator.

1. Prepare your classes for the arrival of the student teacher. Provide your students with background information about the student teacher and what to expect during the student teaching experience. This might not be possible to the extent desired if the student teaching placement is for the fall semester.
2. Introduce the student teacher to the other staff members. You may wish to make a formal introduction at a faculty or department meeting.
3. Introduce the student teacher at parent meeting and conferences.
4. Provide the student teacher with demographic information about the school community

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

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

and procedures, including district's HIB policy.

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

1. Assist the student teacher to become acclimated to the school facility. Find a location (desk and cabinet) where the student teacher can work and keep personal and professional materials. Identify those areas of the building that are for staff use only. Point out rest room facilities, cafeteria, parking areas, etc.
2. Assist the student teacher to become acclimated to the school philosophy, rules, and procedures.
3. Be aware that Stockton's expectations for the student teacher dress code may exceed the district practice

C. Guide the Student Teacher in Planning and Teaching Lessons

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

The student teacher will be required to use both the Stockton University TaskStream lesson plan format for college evaluation purposes and also for the cooperating teacher evaluations you will send to the university.

School district required lesson plans are fine for use in daily and or weekly planning

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

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

When planning for instruction, be mindful that the student teacher will be evaluated using the Danielson Model.

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

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

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

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

II. Assuming the Responsibility for the Classroom

A. *Meet and Greet*

Prior to the first week, hold a *meet and greet* with your student teacher and the University supervisor. There you will discuss expectations for the student teacher and a schedule for what subjects/classes will be taken over and in what order. You should expect this meeting to take an hour. At this meeting, the University supervisor will assist you in setting up the TaskStream account that you will be using for the duration of student teaching.

B. *Lesson Plans/Unit Plans*

Reach an understanding early with the student teacher concerning the form and due dates for lesson plans and unit plans. Keep in mind that you will be responsible for four Stockton Danielson-based observations, using the university's format.

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.

C. *Other Employment by the School District*

During the period of student teaching, a student teacher is not to be employed by the school district in any capacity (including as a coach or a substitute teacher).

D. *Extracurricular Activities and Chaperoning*

If a student teacher chaperones student trips or assists with sports or other extra-curricular activities, the school administrator must give formal approval and the student teacher must always be accompanied by a certified district teacher. The student teacher must serve without remuneration and must not handle school funds unless under your direct supervision.

III. Formal Evaluation Procedures

A. *Formal Evaluations by the Cooperating Teacher*

You will be asked to complete four *formal* evaluations and the mid term and the final ***using the Danielson Framework for Teacher Evaluation found on the Stockton TaskStream account.*** Forms are housed and prepared via the free TaskStream account. An email from the School of Education will be sent to you at the start of student teaching containing details for registering and assessing this system.

1. Please comment in the appropriate section of the forms; comment boxes are provided so additional feedback can be added.
2. Discuss the ratings and comments with the student teacher before the evaluation form is given to the University supervisor; the student teacher and cooperating teacher via TaskStream. (Please keep a physical copy for your records.)
3. The University supervisor will indicate specific dates by which the evaluation forms must be completed and submitted. These dates are meant to coincide with planned visits of the University supervisor who will want to read your report before observing the student teacher. Normally, your evaluations should take place at the end of three weeks, six weeks, nine weeks, and twelve weeks of student teaching.

B. *Daily Debriefing*

In no way should these formal evaluative procedures supplant the regular daily debriefing and discussions with the student teacher

C. *Important Note on Grading*

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-).

Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification.

D. Mid-Term and Final Evaluations

You also will complete the midterm and final evaluations for two purposes: both for the accreditation of our program and the grading of our students. Follow the procedure as outlined above.

E. Final Determination of the Grade

The University supervisor will determine the grade after consultation with the cooperating teacher. The final determination of a grade for student teaching rests with University supervisor.

IV. Observations by the University Supervisor

A. Observations by the University Supervisor

The School of Education will assign one University supervisor to work with the student teacher. This supervisor will make a minimum of seven bi-weekly visits. A School of Education faculty member or administrator may make an additional observation.

B. Consultation with the University Supervisor

When a University supervisor from Stockton is at the school observing the student teacher, please consult with him/her separately and then also with the student teacher and the supervisor together. Share our evaluation of the student and the student's progress. Be candid in your assessment of the strengths and weaknesses and report problems that the supervisor can help solve. *Please discuss criticisms and problems as they arise during the semester.* It is not necessary for you to stay in the classroom during the University supervisor's observation of the student teacher.

C. Contacting the University Supervisor

If a situation arises that requires discussion with the University supervisor, feel free to contact the School of Education if you are unable to reach the University supervisor.

fielddirector@stockton.edu

IV. Honorarium Payment and Contact Information

The School of Education will email an honorarium form to you.

Please sign the honorarium form and *return it to the School of Education as soon as possible at the address below* or by email. You will receive the honorarium payment at the completion of the semester.

If you need assistance, consult with the University supervisor or call the School of Education Office at 609-652-4688 and identify yourself as the co-op of a student teacher

**Placement Office
The Richard Stockton College of New Jersey
School of Education J201
101 Vera King Farris Drive
Galloway, New Jersey 08205**

Part III

Guidelines for the University Supervisor

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

The University supervisor

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

I. Before Student Teaching

A. At the mandatory student teaching meeting, confer with the student teacher to clarify procedures and to develop a rapport before the student teacher leaves campus to begin student teaching.

B. Make sure the student teacher has the necessary information to make contact with you; make sure you use your **Stockton.edu** email address.

C. Make sure that you have an active ***Task Stream*** account and are able to access the Stockton GO Portal System.

II. Supervision of the Student Teacher

- A. Visit the school and the cooperating teacher(s) at the beginning of student teaching. This is the *Meet and Greet Session*; reserve at least an hour for this meeting, as there are many issues

- regarding planning and paperwork, including assisting the co-op teacher in logging into the TaskStream system.
- B. Plan visits (minimum of seven) to observe the student teacher and to confer with both the student teacher and the co-op at each visit. Coordinate your visits with the student teacher and the cooperating teacher, using the school calendar provided. If possible, have the visit coincide with the conference period/prep period. During the semester, the Dean of Education or her appointee or other faculty from the University may also visit the student teacher.
 - C. Notify the principal's office of your presence in the school on each visit.
 - D. Confer with the principal, department chairperson, supervisor or other designated administrator frequently, if possible.
 - E. Stay as long as possible on each school visit in order to observe the student teacher's classes. Confer with both the co-op teacher and the student teacher before you leave.
 - F. The written evaluations must be more than descriptive in nature. Areas of both strength and weakness should be noted. Specific recommendations should be made for instructional strategies aimed at the improvement of the areas of weakness.
 - G. Your evaluations should be submitted to TaskStream for both the student teacher and the co-op to read, as soon as possible, but no later than the next visitation date.
 - H. On each visit check the lesson plans, teaching units, instructional materials, and/or tests that the student teacher has made; provide comments where appropriate. You should expect the student teacher to submit a lesson plan on *TaskStream* to you in the Stockton University format 3 to 4 days before the observation for your review. Comments should be documented within TaskStream and given to students prior to completing the observation of the lesson reviewed.
 - I. If any problems arise that the student teacher and the cooperating teacher(s) cannot resolve, the student teacher contacts the University supervisor who - in turn - will contact the field director. Occasionally, a student is unable to meet the performance standards of student teaching or a student comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the student teaching experience should be discussed with the University supervisor and the Assistant Dean of Education.

The final grade will be determined by the college supervisor in consultation with the cooperating teacher.

III. Responsibilities to the School of Education

A. Meet and Greet

You are asked to make a minimum of seven visits. The first meeting (*the Meet and Greet*) should occur within the first week or so of the experience. This initial visit is to acquaint you with the school and cooperating teacher, and to assist with TaskStream.

B. Classroom Observations

After the initial meeting, your next six visits will be classroom observations. After each of these, please submit the required observation form on TaskStream to the School of Education.

C. Mid-Term Evaluation and Review of Progress

The student teaching is growth model of instruction. If the student teacher is not making a minimum of growth by mid-term, the Assistant Dean of the School of Education must be notified at once.

The Assistant Dean is the “teacher of record” for the student teaching course, Dr. Pamela Vaughan. Pamela.vaughan@stockton.edu

Any deficiencies must be specifically noted in the mid-term.

D. Mid-Term and Final Evaluation

After the fourth visit and after the final visit we ask that you complete the *Mid-Term* and *Final Evaluation Form*. Both the mid-term and final form should be discussed with the student and cooperating teacher. The cooperating teacher will also be asked to submit his/her own separate mid-term and final evaluation form; however, you make the final judgment of performance in consultation with the cooperating teacher.

E. Student Teaching Self- Evaluation, Cooperating Teacher Evaluation, and University Supervisor Evaluation

All of these will be completed electronically at the licensure intake session after graduation. The forms will be sent directly to the student teachers, who will complete them on-line.

F. Special Problems/ Issues

If any other problems arise, the University supervisor should call the field director at the School of Education (609) 652- 4688. The University supervisor should feel free to discuss a problem, even after the first supervisory visit, should he/she sense that there would be difficulty in resolving it satisfactorily. Serious problems should be documented in writing and, if warranted, a student teaching experience may be discontinued or terminated.

G. Payroll and Travel Expenses

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 *University* (Campus Conduct Code as found in the University Bulletin and Student Handbook) the School of Education (Handbook of the Teacher Education Program & 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 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 Assistant Dean of Education. A student 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 (University supervisor, appropriate faculty, school administrator(s) and mentoring teachers) regarding the alleged infraction(s). Once the investigation is complete, the decision for continuance in the Teacher Education Program rests with the Dean of Education. The recommendation to terminate a student will be made by the Dean of Education to the Provost. The Provost will make the final University decision regarding termination from the Teacher Education Program.

Charges for Incurred Expenses

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

Grading/Withdrawal

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the University, and at the discretion of the Dean of Education. No Incompletes will be awarded in student teaching.

Part V

Student Teaching Grading Policies

Assigning the final grade for student teaching is the responsibility of the supervisor. The grade should reflect the supervisor's professional judgment of the student teacher's overall performance during the semester and include consideration of input from the cooperating teacher. To be recommended for certification, the student teacher must earn a grade of B- or higher and have demonstrated Basic levels of competence in all four domains assessed: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities.

Note: If a student is performing at below Basic levels of competence at midterm, the supervisor must notify the School of Education no later than the Mandatory Midterm Summary Performance Review.

Final Grades

A Range (A or A-) —Indicates that the student teacher has consistently met all expectations of the program, supervisor, and cooperating teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

B Range (B, B+, or B-) —Indicates that the student teacher has generally, but with some inconsistencies, met the expectations of the program, supervisor, and cooperating teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

Grades below B- indicate that a student will not be recommended for certification. A supervisor with a student teacher performing below Basic levels must communicate with the School of Education prior to issuing a grade.

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

The grade appeals policy can be accessed from the Stockton Home Page under Academic Affairs/Policies & Procedures.

As with all other Professional Education Requirements, a student may not register for Student teaching more than twice.

No incompletes are awarded in student teaching.

Student Teaching Supervisor & Cooperating Teacher Calendar FALL 2015

<i>Supervisor</i>		<i>Cooperating Teacher</i>	
<i>Date</i>	<i>Visit/Observation</i>	<i>Date</i>	<i>Visit/Observation</i>
9/1-9/11/2015	“Meet and Greet”	9/1-9/11/2015	“Meet and Greet”
9/14-25/2015	1 st Observation by Supervisor	9/14-25/2015	1 st Observation by co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
9/28- 10/09/2015	2 nd Observation by Supervisor	9/28- 10/09/2015	2 nd Observation by co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
10/12-10/23/2015	3 rd Observation & Midterm by Supervisor	Only Required of Supervisors	Observation by Supervisor
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
10/23/2015	Mandatory Midterm Summary Performance Review by Supervisor	10/23/2015	Mandatory Midterm Summary Performance Review By co-op
10/26-	4 th Observation by Supervisor	10/26-11/06/2015	3 rd Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
11/9-20/2015	5 th Observation by Supervisor	11/9-20/2015	4 th Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
11/23-12/04/2015	6 th Observation & Final by Supervisor	Only Required of Supervisors	Observation by Supervisor
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
12/04/2015	Mandatory Final Summary Performance Review by Supervisor, <i>unless absences require additional days of student teaching</i>	12/04/2015	Mandatory Final Summary Performance Review by Co-op, <i>unless absences require additional days of student teaching</i>
12/17/2015	Fall Term Ends	12/17/2015	Fall Term Ends
TOTAL NUMBER OF OBSERVATIONS 6 OBSERVATIONS + MIDTERM + FINAL		TOTAL NUMBER OF OBSERVATIONS 4 OBSERVATIONS + MIDTERM + FINAL	

**Student Teaching Supervisor & Cooperating Teacher
Calendar Spring 2016**

Supervisor		Cooperating Teacher	
Date	Visit/Observation	Date	Visit/Observation
1/4 – 15 /2016	“Meet and Greet”	1/4 – 15 /2016	“Meet and Greet”
1/25-2/5/2016	1 st Observation by Supervisor	1/25-2/5/2016	1 st Observation by co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
2/8-2/19/2016	2 nd Observation by Supervisor	2/8-2/19/2016	2 nd Observation by co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
2/23-3/4/2016	3 rd Observation & Midterm by Supervisor	Only Required of Supervisors	Observation by Supervisor
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
3/4/2016	Mandatory Midterm Summary Performance Review by Supervisor	3/4/2016	Mandatory Midterm Summary Performance Review By co-op
3/7-18/2016	4 th Observation by Supervisor	3/7-18/2016	3 rd Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
3/21-4/1/2016	5 th Observation by Supervisor	3/21-4/1/2016	4 th Observation by Co-op
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
4/4-15/2016	6 th Observation & Final by Supervisor	Only Required of Supervisors	Observation by Supervisor
	Pre Conference		Pre Conference
	Observation		Observation
	Post Conference		Post Conference
4/22/2016	Mandatory Final Summary Performance Review by Supervisor; <i>unless absences require additional days of student teaching</i>	4/22/2016	Mandatory Final Summary Performance Review by Co-op; <i>unless absences require additional days of student teaching</i>
5/09/2016	Spring term ends	5/09/2016	Spring term ends
TOTAL NUMBER OF OBSERVATIONS 6 OBSERVATIONS + MIDTERM + FINAL		TOTAL NUMBER OF OBSERVATIONS 4 OBSERVATIONS + MIDTERM + FINAL	

New Jersey Professional Standards for Teachers

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

The Learner and Learning (Standards 1-3)

1. **Standard One: Learner Development** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. **Standard Two: Learning Differences** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. **Standard Three: Learning Environments** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge (Standards 4-5)

4. **Standard Four: Content Knowledge** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. **Standard Five: Application of Content** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice (Standards 6-8)

6. **Standard Six: Assessment** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. **Standard Seven: Planning for Instruction** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. **Standard Eight: Instructional Strategies** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility (Standards 9-11)

9. **Standard Nine: Professional Learning** The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

10. **Standard Ten: Leadership and Collaboration** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **Standard Eleven: Ethical Practice** Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students

NEA Code of Ethics of the Education Profession

Preamble

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

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

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

Principle I – Commitment to the Student

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

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

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

Principle II – Commitment to the Profession

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

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to

promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the profession, the educator –

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

Adopted by the NEA 1975 Representative Assembly

Reprinted from the National Education Association (NEA) website:

www.nea.org National Education Association

1201 16th Street,

NW Washington,

D.C. 20036

(202) 833-4000

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