

CENTER OF PEDAGOGY

TEACHER EDUCATION PROGRAM

2009-2010 HANDBOOK



MONTCLAIR STATE
UNIVERSITY

CENTER OF PEDAGOGY 2009-2010 TEACHER EDUCATION PROGRAM HANDBOOK

Montclair State University

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Montclair State University Network for Educational Renewal (MSUNER) Partner Districts

Bloomfield	East Orange	Kearny	Newark	River Vale
Caldwell-West Caldwell	Englewood	Little Falls	Nutley	South Orange - Maplewood
Cedar Grove	Fair Lawn	Livingston	Parsippany - Troy Hills	Teaneck
Clifton	Glen Ridge	Maywood	Passaic Valley Regional HS	Tenafly
Dumont	Hillside	Montclair	Randolph	West Orange

An Equal Opportunity / Affirmative Action Institution

AFFIRMATIVE ACTION STATEMENT

In support of the Center of Pedagogy mission and the tenets illustrated by *The Portrait of a Teacher*, the following statement affirms the Center's commitment to Equal Education Opportunity as well as civil rights compliance:

Recognizing the rich diversity of people living in Northern New Jersey, the Center of Pedagogy is proud of a program in teacher education that provides equal opportunities for all students regardless of race, color, creed, religion, gender, national origin, sexual orientation, disability, social or economic background.

First edition, September 2009

Pe• da •go• gy: (p_əd_ə-g_əj_ə, -g_əj_ə)

The art or profession of teaching.

The Center of Pedagogy, which is responsible for overseeing teacher education at MSU, enjoys the distinction of being the first agency in the country to focus its resources on the direction and coordination of the renewal of teacher education both in the university and in the public schools. Although many may think of the Center as simply a place located on campus run by university faculty and staff, it is in fact more all-encompassing. The Center is comprised of the three groups that have the most critical impact on teacher education: the College of Education and Human Services, the other colleges at MSU, and our partner school districts.

About This Handbook

The goal of the Teacher Education Program at Montclair State University is to help students develop into outstanding future educators and to provide growth and renewal opportunities for current educators. In order to maximize the benefits of the program, it is critical for everyone who plays a role in teacher education at Montclair State University to have a clear understanding of the program's structures, opportunities, policies, and procedures. The pages that follow will provide you with an introduction and overview to the Teacher Education Program as well as more detailed information to refer to throughout your experience as a student or teacher educator at Montclair State University. We encourage you also to visit the Center of Pedagogy Blackboard community and Center of Pedagogy Web site for up-to-date information that may reflect changes/additions that occur after the annual printing of this Handbook. Given these changes/additions we recommend that you obtain a revised Teacher Education Program Handbook each academic year to ensure that you have accurate, thorough information at your disposal.

The Center of Pedagogy Mission Statement

The mission of the Center of Pedagogy is the continuing development of educators who promote students' critical thinking and learning and develop their competence to participate actively and productively in democratic communities. The Center's members recognize their roles and moral responsibilities in the enculturation of students into our emerging political and social democracy.

The Center provides a vehicle for collaboration in an environment where all members can participate as equals. The Center facilitates the ongoing simultaneous renewal of the education of educators and the educational programs of the University and the public schools. The Center encourages a wide range of scholarship, especially the scholarship of pedagogy and its application. The Center is characterized by shared governance and open communication involving all interested parties.

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INTRODUCTION TO THE TEACHER EDUCATION PROGRAM

Montclair State University's Teacher Education Program...

- Is coordinated by the Center of Pedagogy. Dedicated to the art and science of teaching and learning, the Center of Pedagogy enjoys the distinction of being the first such agency in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. Although the Center includes a staff and units on campus, the Center is actually comprised of three groups: the College of Education and Human Services, the other colleges at the University, and our partner school districts.
- Is unique and dynamic. Its sequence of professional courses and field experiences emphasizes teaching for critical thinking and culturally responsive teaching. The field experiences emphasize the simultaneous renewal of teacher education and schools through collaboration between the university and a network of partner school districts. These select districts are active participants in the Montclair State University Network for Educational Renewal (MSUNER) and they represent communities near Montclair State that share our vision and mission. The MSUNER, in turn, is one of twelve original settings selected from across the nation to be a member of the National Network for Educational Renewal (NNER), based at the University of Washington.
- Is considered a national model for other colleges and universities and has continuously been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1954. In 2002 the program received the American Association of Colleges for Teacher Education (AACTE) Award for Best Practice in Diversity in Teacher Education. In 2007, the George Lucas Educational Foundation named Montclair State as one of the ten leading teacher education programs in the nation. In 2005 and again in 2009, the Program was named the recipient of the Richard W. Clark Award for Exemplary Partner School Work. Most recently, the Teacher Education Program received the 2010 Wisniewski Award for Teacher Education from the Society for Professors of Education for making "singularly significant contributions to the theory and practice of teacher education."
- Reflects a balance of a liberal education and professional preparation. The program combines general education, subject matter specialization, and professional training. The professional component addresses four broad areas: 1) student development and learning, 2) the classroom and the school, 3) the curriculum, and 4) effective teaching skills.
- Provides a sequence of professional courses and field experiences leading to teacher certification. Students engage in these experiences while majoring in a particular field of interest. When all requirements have been met, the graduate is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource K, page 70).
- Has a spirit and intent that is perhaps best embodied in *The Portrait of a Teacher*, which appears on pages 8-9.

The Teacher Education Program Mission

The mission of teacher education at Montclair State University, derived from the moral imperatives of education, is to prepare teachers who:

- ◆ Provide access to knowledge for all children and youth.
- ◆ Forge a caring and effective connection between teacher and students.
- ◆ Foster in the young the skills, dispositions, and knowledge necessary for effective participation in a social and political democracy.
- ◆ Exercise responsible stewardship of our schools.

What's New in Teacher Education at MSU?

Change is good...but sometimes confusing and hard to keep track of! Here is a highlight list of recent and upcoming changes in the Teacher Education Program at Montclair State University.

- Beginning in fall 2009, all student teachers begin student teaching on the first day of University classes.
- In fall 2009, phase-in of the new subject area certification MAT program begins.
- In fall 2009, the M.A.T. in P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities is available.
- Beginning in fall 2009, any student who does not continue directly from the Fieldwork/Clinical I semester to the Student Teaching/Clinical II semester for any reason must complete a Student Teaching Postponement form, available in all Center of Pedagogy offices and on the CoP Bb site.
- As of spring 2009, P-3 Early Childhood certification candidates must pass the Early Childhood Praxis II assessment prior to the student teaching audit deadline in order to be eligible for student teaching (August 15 for fall student teaching, January 8 for spring student teaching).
- As of fall 2008, Spanish, French, Italian and TESL certification candidates must pass the Oral Proficiency Interview (OPI) assessment at the advanced-low level prior to the student teaching audit deadline in order to be eligible for student teaching (August 15 for fall student teaching, January 8 for spring student teaching). Latin certification candidates must pass the Latin Test for Teacher Certification at the advanced level by the appropriate deadline in order to be eligible for student teaching. TESL candidates must also pass the Writing Proficiency Test (WPT) test at the advanced-low level by the appropriate deadline in order to be eligible for student teaching. Candidates are responsible for making sure that the program coordinator in their certification area has copies of all passing scores.

Important Changes for Spring 2010 and Beyond

- Beginning in spring 2010, the state Physiology and Hygiene requirement which is required for all certification areas must be completed by taking an appropriate course or by taking a University-administered test. As of January 2010 the state will no longer oversee the test option. See Resource G on page 66 for details.
- Beginning in fall 2010, students in Clinical II (P-3 and K-5 student teachers) are required to be in their school placements full-time 5 days a week (same start and end time as cooperating teachers).
- It is anticipated that several new Teacher of Students with Disabilities dual certification programs will be available in fall 2010 for undergraduate and graduate level students. See page 69 for details.

Sharing a Common Vision of Pedagogy

Central to accomplishing the mission of the Center of Pedagogy is the development of teachers who combine instructional expertise with social awareness. *The Portrait of a Teacher* reflects the commitment of the Teacher Education Program’s faculty and staff, as well as the members of the Montclair State University Network for Educational Renewal, to the preparation of skillful and humane teachers. The creation and implementation of *The Portrait* is coordinated by the Agenda for Education in a Democracy, a unit of the Center of Pedagogy described below and on page 11.

The Portrait of a Teacher was the basis for the development of the MSU Standards, which articulate the learning outcomes—including knowledge, skills, and dispositions—we expect candidates to demonstrate proficiently by the time they complete the MSU Teacher Education Program. These Standards guide the design, implementation, and evaluation of curriculum and field experiences for candidates as well as the assessment of candidates throughout the program. The Standards can be found in Resource D (p. 60).

Agenda for Education in a Democracy

The office of the Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds the faculty in education, the arts and sciences, and the public schools as they undertake their common work. The vision that drives the work has evolved from a number of sources, including the work of the Institute for Educational Inquiry (IEI) and the National Network for Educational Renewal, founded by John Goodlad. A central purpose of the Institute for Educational Inquiry, the Center for Educational Renewal, and the hundreds of participants at the various settings of the National Network for Educational Renewal, is to restore the links between education and democracy and to ground the work of the public schools in the moral and political ideals of democratic life. That is why this restorative work is called the Agenda for Education in a Democracy. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States.

The Portrait of a Teacher

The Montclair State University community is committed to the continuing development of teachers who exemplify the dispositions, knowledge, and skills reflected in this portrait. They:

1. Have expert knowledge of the disciplines they will teach and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Understand the practice of culturally responsive teaching. They understand that children bring varied talents, strengths, and perspectives to learning; have skills for learning about the diverse students they teach; and use knowledge of students and their lives to design and carry out instruction that builds on students' individual and cultural strengths.
4. Plan instruction based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom.
7. Understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.
8. Create a community in the classroom that is nurturing, caring, safe, and conducive to learning.
9. Are reflective practitioners who continually inquire into the nature of teaching and learning, reflect on their own learning and professional practice, evaluate the effects of their choices and actions on others, and seek out opportunities to grow professionally.
10. Build relationships with school colleagues, families, and agencies in the community to support students' learning and well being, and work to foster an appreciation of diversity among students and colleagues.
11. Possess the literacy skills associated with an educated person; can speak and write English fluently and communicate clearly.
12. Develop dispositions expected of professional educators. These include belief in the potential of schools to promote social justice; passion for teaching; and commitment to the ethical and enculturating responsibilities of educators, to ensuring equal learning opportunities for every student, to serving as agents of change and stewards of best practice, and to critical reflection, inquiry, critical thinking, and life-long learning.

Revised 9/2003

THE CENTER OF PEDAGOGY (CoP)

The Teacher Education Program is the central focus of the Center of Pedagogy. Therefore, most of the campus units and services overseen by the Center of Pedagogy are related to the Teacher Education Program. Below is an overview of each unit and service that is under the auspices of the Center of Pedagogy. The main reception area for the Center is located in University Hall Suite 1180.

UNITS AND ORGANIZATIONS

Teacher Education Admissions and Retention Department

Ext. 7976 UN 1160

This office oversees admission to the Teacher Education Program and the retention of all Teacher Education students.

For undergraduates, there are two opportunities each year – fall and spring – to apply to the Teacher Education Program. Undergraduate students seeking formal admission to the Teacher Education Program should obtain an application online at <http://cehs.montclair.edu/academic/cop/teacher> and return it by the second Monday in September if seeking admission for the following spring semester or by the fourth Monday in January if seeking admission for the following fall semester. Students are encouraged to apply for admission during the second semester of sophomore year or first semester of junior year after they complete the prerequisite courses listed in the “Teacher Education Program” section of this Handbook (beginning on page 14).

For graduate students, application to the Teacher Education Program (Post BA or MAT) is processed through the Graduate School (<http://www.montclair.edu/graduate>). Admissions decisions are made on a rolling basis.

Fieldwork Department

Ext. 4262 UN 1180

This office coordinates the field experience applications and assignments of students enrolled in Teacher Education Program courses that involve clinical field experiences. Students complete these field experiences in school districts that are partners in the Montclair State University Network for Educational Renewal. For more information on the Network, see below. Students must complete an application for field experiences at the beginning of the semester prior to the one in which they plan to begin their fieldwork experiences. This process is separate from and precedes registration. Students planning to enroll in Fieldwork or Clinical Experience I in the spring must turn in their application to the Fieldwork Department by October 1st. Students planning to enroll in Fieldwork or Clinical I in the fall must turn in their application by March 1st. Due to the collaborative and time-sensitive work of the Fieldwork Department and school districts, students cannot seek their own placements and late applications cannot be accepted. The application packet is available at the CoP Blackboard site. Detailed information about field experiences can be found starting on page 26 of this handbook.

The Montclair State University Network for Educational Renewal

Ext. 5231 UN 1180

The Montclair State University Network for Educational Renewal (MSUNER) promotes the simultaneous renewal of schools and the education of educators through collaboration between and among Montclair State University and member school districts as equal partners. Through an emphasis on critical thinking, the MSUNER strives to provide the best possible education for all students, enabling them to make good judgments and to become contributing citizens in a social and political democracy. The MSUNER has 3 primary goals:

- Goal 1: We will move forward in our commitment to teaching for critical thinking as an educational ideal.
- Goal 2: We will consider what it means to make a commitment for all teachers to work to enculturate the young as participants in our political and social democracy and to examine the moral implications of teaching.
- Goal 3: We will work to prepare teachers who see themselves as stewards of best practice and who understand the nature of change within the institutions in which they work.

The Agenda for Education in a Democracy

Ext. 7199 UN 1180

The office of the Agenda for Education in a Democracy is responsible for maintaining the focus and vitality of the shared vision that bonds the faculty in education, the arts and sciences, and the public schools as they undertake their common work. In particular, the Agenda has had primary responsibility for the creation and implementation of *The Portrait of a Teacher*, the guiding tenets of teacher education at Montclair State University. The Agenda also coordinates the Leadership Associates Program: every year, education professionals representing faculty and administrators from public schools, arts and sciences, and education participate in an intensive seminar that focuses on public education in a democracy and issues such as social justice and equity. Another initiative supported by the Agenda is the January Advance, a one-day institute for members of the tripartite that focuses on a timely and pressing societal issue.

ADP Center for Teacher Preparation and Learning Technologies/ Curriculum Resource Collection (CRC)

Ext. 5220 UN 1140

The ADP Center serves as the hub for research in pedagogy, curriculum development, instructional design and educational technology for teacher education faculty, students and practicing educators in MSUNER districts. Resources that can be found at the ADP Center and its Curriculum Resource Collection include:

- ♦ Curriculum Guides & Standards
- ♦ Sample P-12 Textbooks, Workbooks & Children's Lit
- ♦ Teaching Strategy Videos
- ♦ Professional Books & Current Publications
- ♦ Sample Assessment Tests
- ♦ Employment Info & Praxis Test Prep Materials
- ♦ 3 Classrooms of the Future
- ♦ Educational Web Resources & Instructional Software
- ♦ Computer Lab (Mac/PC) with Internet, Scanners & Color Printer
- ♦ Instructional Media Production Facilities
- ♦ Global Video Conferencing Center & Mediated Classroom with 30 wireless laptop computers
- ♦ Laminator, Bookbinder, Scantron, Letter/Shape Cutters

Visit the ADP Center website located at <http://www.montclair.edu/crc> to view a video tour or schedule an in-person orientation by contacting the ADP Center by phone or at crc01@mail.montclair.edu.

Teacher Education Advocacy Center (TEAC)

Ext. 7696 UN 1160

TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from underrepresented groups (linguistic, cultural, racial and/or ethnic) for teaching. In an effort to create a more diverse community of teachers, TEAC promotes the development and implementation of culturally responsive educational programs as well as academic and cultural assistance activities for pre-collegiate, undergraduate and graduate students. TEAC is staffed by two full-time advisors, a program assistant and a faculty liaison who interact with offices on campus to provide students with personalized support, academic guidance, college life adjustment, counseling, mentoring, career networking and financial aid assistance.

Multicultural Inclusive Teacher Candidates' Organization (MINTCO)

MINTCO consists of undergraduate and graduate students from diverse cultures, races and backgrounds who are pursuing careers in the field of education. Regular meetings with guest speakers provide a forum for networking and discussion about critical education issues, especially culturally responsive teaching and urban education.

Under its auspices students receive guidance, professional information, and career preparation as they progress through the Teacher Education Program. Contact the Teacher Education Advocacy Center for more information.

Urban Teaching Academy

Ext. 5196 UN 1180

The Urban Teaching Academy (UTA) is a special strand in the Teacher Education Program that is designed to prepare and support undergraduate and graduate teaching candidates who wish to make a commitment to teach in an urban school. Students study and conduct field experiences in cohorts. Special sections of courses in the professional sequence have been designated for UTA students, and they have been designed by school and university faculty to develop the knowledge and understandings that correlate best with urban teaching and learning. Students preparing to teach any subject on any level are eligible to apply. Admission to the Teacher Education Program is a prerequisite for applying to the UTA. There is a separate application for the UTA available as part of the admissions application.

Prudential Teaching Scholars Project**Ext. 6687 UN 1180**

The Prudential Teaching Scholars Project is collaboration among the Prudential Foundation, the Center of Pedagogy, and the Newark Public School District. The Project is committed to recruiting, preparing, and sustaining 45 strong, new math and science teachers for Newark's high schools. Prudential Teaching Scholars receive full tuition and fees for their post-baccalaureate teacher education course work. In addition, upon completion of their teacher preparation, Prudential Scholars commit to three years teaching in a Newark high school, where expert teachers, under the terms of this and additional grants, gain release time and mentor training so that they themselves can prepare to train and induct new teachers into the urban school setting. Both on the preparation end and on the induction end, the practices employed in the Prudential Teaching Scholars Project reflect compelling research on what works to prepare and retain strong, new urban teachers.

Improving Teacher Quality Partnership (ITQP)**Ext. 3136 UN 1180**

The Improving Teacher Quality Partnership (ITQP) is a Title II Part (A) project of the No Child Left Behind Act of 2001 (NCLB). The partnership is between the East Orange Public School District and the Center of Pedagogy at Montclair State University. ITQP is a 3-year grant created to address the need to strengthen the infrastructure of district-level, research-based professional development and delivery of follow-up support by providing intensive intervention initially for subject-area (Mathematics, Science and English Language Arts) administrators, mentors, coaches, and teachers in the East Orange Public School District. The project will help ensure that highly qualified teachers are in middle grade classrooms.

Kappa Delta Pi Honor Society in Education**Ext. 6952**

Each year outstanding students in the field of education are invited to join Kappa Delta Pi, an international honor society in education. The purpose of Kappa Delta Pi is to promote excellence, support new teachers, and recognize outstanding contributions to education. This honor society provides teacher education students opportunities to be leaders in their professional community. Founded in 1911 at the University of Illinois, Kappa Delta Pi has had a chapter at Montclair State, Gamma Epsilon Chapter, since 1931. Before being initiated, Kappa Delta Pi candidates are invited to participate in a variety of educational outreach programs such as sponsoring a Future Educators' Club, acquiring books and school supplies for children in urban communities, and fundraising. A formal chapter initiation is held on campus annually. The Chapter Counselor is Dr. Monica Taylor, Associate Professor in the Department of Curriculum and Teaching.

SERVICES

Program Advisement

UN 1160

Undergraduate students pursuing initial teaching certification are assigned an academic advisor familiar with Teacher Education Program requirements. The Teacher Education Admissions and Retention Department and the Teacher Education Advocacy Center also provide advisement to students who are considering teaching as well as those who are actively preparing to teach. Graduate students pursuing teaching certification in a subject area are assigned a faculty advisor from their subject area and an advisor in the Curriculum and Teaching Department (see CoP Blackboard site for list of C&T advisors). Graduate students pursuing Elementary Education (K-5) or Early Childhood (P-3) certification are assigned a single faculty advisor from the ECELE department. Graduate level dual certification students are assigned a faculty advisor from the Curriculum and Teaching Department *or* the ECELE department. Teaching certification is available for more than twenty academic majors through the completion of specified programs offered at the University. See page 25 for a complete list of teaching certifications offered at MSU.

PRAXIS II Test Support

UN 1160

All students must pass all PRAXIS II Subject Assessment/Specialty Area tests required for their certification area(s) prior to the student teaching semester; for some graduate level subject certification programs, a passing score is required before the completion of 12 graduate credits. To help students pass the test(s), PRAXIS II workshop sessions are offered several times a semester. Important up-to-date information is available in the Center of Pedagogy, UN 1160 and on Blackboard. In addition, registration bulletins are available online at www.ets.org. Please refer to Resource F on page 65 to learn how, when, what, and where to report passing Praxis II test scores.

Orientation Events

UN 1160, 1180

During the fall and spring semesters, the Center of Pedagogy sponsors orientations for undergraduate new admits, graduate new admits, and students preparing to begin their fieldwork experiences. These orientations are provided to share key information and to introduce students to faculty/staff and vice versa. Orientations are mandatory. Orientation dates/times are provided via email and via Blackboard to relevant students and school/university faculty.

Career Advisement

UN 1180

The Center of Pedagogy is committed to helping students build their careers as educators. The Center works in partnership with the College of Education and Human Services Director of Career Services to provide opportunities and resources year round for students, such as job search workshops, mock interviews, and resume reviews. Special events are posted on the Center of Pedagogy Blackboard community calendar and announcements pages.



The Center of Pedagogy Blackboard Community

Blackboard is an online program used by MSU instructors to manage and enhance their courses. The Center of Pedagogy Blackboard site is for the entire Teacher Education Program community and features information, forms, announcements, calendar items, and more. Students in or planning to apply to the Teacher Education Program as well as all interested University faculty/staff and school district faculty/staff may enroll. Most participants with NetIDs are automatically enrolled. To enroll, contact Pat Gagnon at gagnonp@mail.montclair.edu.

Scholarships and Awards

UN 1160

Each year the Center of Pedagogy awards over \$20,000 to students in the form of scholarships and awards. All Teacher Education Program students, including students who are applying to the Teacher Education Program in fall 08 or spring 09, are encouraged to review the award list (Resource C, page 59) and to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Blackboard site and in the Teacher Education Advocacy Center, University Hall Suite 1160. Typically the award deadline is at the beginning of March for awards for the following academic year. Questions should be addressed to the Center of Pedagogy at x7696. Note that academic departments and CEHS have other scholarship opportunities as well.

THE TEACHER EDUCATION PROGRAM

The following “roadmaps” are offered to illustrate how undergraduate and graduate students might complete the various stages of the Teacher Education Program. All students should make early and frequent inquiries to make sure they understand various policies and practices that apply to their major. For example, some departments have a higher grade point average requirement than others, some offer methods courses only in particular semesters, and some allow student teaching only during a specified semester. It is the student’s responsibility to understand his/her program’s requirements.

UNDERGRADUATE ROADMAP

Freshman and Sophomore Years

Students apply for admission to the Teacher Education Program during the 2nd semester of sophomore year or 1st semester of junior year. Subject certification candidates in particular are encouraged to apply as sophomores since the professional sequence of courses takes four semesters to complete. It is important to begin thinking as early as possible about becoming a candidate since the requirements below must be met before a student can apply – in other words, in the semester *prior* to the semester in which the student submits his/her application.

Choosing a Major and Planning Your Course of Study

Students in subject area certification programs (everything except Early Childhood and Elementary) work towards certification for grades Pre-K to 12 and usually intend to teach a specific subject in grades 5 or higher. Students in the Early Childhood program work towards certification for Pre-Kindergarten through Grade 3. Students in the Elementary program work towards certification for grades K to 5. Typically, Early Childhood and Elementary candidates intend to teach all or most academic subjects for one class of students (a.k.a. a self-contained classroom). Students interested in teaching middle school science, math, languages, English, or social studies can either pursue P-12 subject certification in that area or pursue Elementary (K-5) certification and apply on their own to the state for a middle school certificate once their program at MSU is completed. The latter option requires having 15 credits and a passing middle school Praxis score in the subject area. Students who plan carefully may be able to complete these 15 credits as an undergraduate.

The chart below shows the accepted majors and minimum major GPA for each undergraduate initial teacher certification program offered at MSU. To be accepted into the Teacher Education Program, maintain good academic standing while in the program, and complete the program successfully, an undergraduate student must maintain an overall G.P.A. of 2.75 or higher. In addition, the student must maintain the G.P.A. required specifically for courses in the major(s).

CERTIFICATION PROGRAM	ACCEPTED MAJORS	MAJOR GPA	CERTIFICATION PROGRAM	ACCEPTED MAJORS	MAJOR GPA
Biological Science	Biology	2.5	Health	Health Education	2.75
Chemistry*	Chemistry	2.5	Italian	Italian	3.0
Dance	Dance Education	2.75	Latin	Latin	3.0
Early Childhood (P-3)	Family and Child Studies- Early Childhood	3.0	Mathematics	Mathematics	2.75
Earth Science	Geoscience	2.5	Music	Music Education	3.0
Elementary (K- 5)	Family & Child Studies- Early/Middle Childhood, Anthropology, English, General Humanities, History, Psychology, Sociology, Spanish	3.0	Physical Education & Health	Physical Education AND Health	2.75
English	English	3.0	Physical Science**	Chemistry or Physics	2.5
English as a 2 nd Language	Linguistics	3.0	Physics***	Physics	2.5
Fine Arts	Fine Arts Education	3.0	Social Studies	Anthropology, Economics, Geography, History, Political Science, Psychology, Sociology	3.0
French	French	3.0	Spanish	Spanish	3.0

* Holders of Chemistry certification can teach chemistry, environmental science, & general science.

** Holders of Physical Science certification can teach physics, chemistry, and physical, environmental, general, earth, & space science.

*** Holders of Physics certification can teach physics, environmental science, and general science.

Completing Prerequisite Courses

If you plan to apply for the **Early Childhood (P-3) or Elementary (K-5) program**, you must successfully complete:

- ♦ PSYC 101 General Psychology
- ♦ SPCM 101 Fundamentals of Speech
- ♦ ECEL 200 Perspectives on Early Childhood & Elementary Education in a Democracy
(must be taken at MSU; must have sophomore status or higher)
- ♦ FCST 214 Child Development I (may be transferred in if approved by FCST Department)
- ♦ 9 credits of major courses for Anthropology, English, Gen. Humanities, History, Psychology, Sociology, Spanish majors
- ♦ 6 credits of major courses if your major is in the Family and Child Studies Department

If you plan to apply for a **subject area program (everything except P-3 and K-5)**, you must successfully complete:

- ♦ SPCM 101 Fundamentals of Speech
- ♦ CURR/EDFD 210 Public Purposes of Education (must be taken at MSU; must have sophomore status or higher)
- ♦ EDFD 200 Psychological Foundations of Education
- ♦ EDFD 221 Historical Foundations of American Education
- ♦ EDFD 220 Philosophical Orientation to Education
- ♦ 9 credits of major courses from your department for all majors except math
- ♦ If math major, 11 credits including Calculus I & II and an additional course that requires Calculus II as a prerequisite

Transfer Exception (Valid through spring 2010)

Students who transfer to MSU with 60 or more credits may apply to the Teacher Education Program immediately if they have completed 9 credits of major courses at their previous college or at MSU and if they have completed or are enrolled in CURR/EDFD 210 (subject area candidates) or ECEL 200 (Early Childhood/Elementary candidates) at MSU. Math majors must have completed the 11 credits listed above. Students seeking Early Childhood (P-3) or Elementary (K-5) certification must have completed Child Development I in addition to the 9 credits of major courses.

Application for Admission

Undergraduate students must apply for admission to the Teacher Education Program. This admissions process is separate from admission to the University or a major. Applications are online at <http://cehs.montclair.edu/academic/cop/teacher>.

Undergraduate Admissions Criteria

- ♦ Successful completion of prerequisite courses and major course requirements shown above.
- ♦ Signed Memorandum of Understanding regarding the requirements for successful completion of the Program.
- ♦ Cumulative overall GPA of at least 2.75 and the minimum GPA in the major indicated on the previous page, as well as no grades of F in the major or grades of D or F in any prerequisite courses.
- ♦ Submission of two essays: one addressing *The Portrait of a Teacher* and one focusing on self-evaluation.
- ♦ One recommendation (from MSU faculty member in the major or faculty member from a previous college).
- ♦ Evidence of written English language proficiency as demonstrated in required essays & impromptu writing sample.
- ♦ Approval of a screening committee with representation from the College of Education and Human Services and the student's major field. The committee uses the Admissions Evaluation Scale rubric in determining the applicant's eligibility for acceptance. See Resource E for the evaluation scale and rubric.
- ♦ Passing the "Basic Skills Requirement" at the University.
- ♦ Special criteria which may be required in certain major fields (e.g., portfolio review).

There are five (5) possible outcomes of the application process:

Full Acceptance

Full acceptance into the Teacher Education Program is required before student teaching.

Provisional Acceptance

Provisional acceptance requires satisfying the conditions identified within a period of two successive semesters or else a student may be withdrawn from the program. Students may not enroll in Fieldwork or Clinical I until their admissions status is Full Acceptance.

Supplemental Acceptance

Students whose overall GPA is between 2.50 and 2.74 may be considered for admission through the Supplemental Application process. See the Teacher Education Admissions and Retention Department for information and the application. Students may not enroll in Fieldwork or Clinical I until their admissions status is Full Acceptance.

Not Accepted

Based on careful review of the student's application, the criteria for admission to the Teacher Education Program have not been met and the student is not accepted into the program. Students who are not accepted to the Teacher Education Program may reapply in the following semester after receiving advisement to that effect.

Not Eligible

Based on careful review of the student's application, the criteria for admission to the Teacher Education Program have not been met and the student is not accepted into the program. Students may re-apply the following semester if they successfully meet the conditions for acceptance at that time.

Sophomore and Junior Years

After admission to the Teacher Education Program, students continue to fulfill University and departmental requirements while taking the required Professional Sequence courses in teacher education as specified for their particular certification program. For clarity, students who are in programs leading to certification in any area except Early Childhood or Elementary Education are referred to as "subject area candidates." It is critical to sit down with advisors to map out a program of study for all remaining semesters and to check in with advisors each semester to make revisions as needed: there are many requirements and prerequisites for the Teacher Education Program that demand student diligence.

It's Never Too Early to Plan Ahead!

Prerequisites for Clinical I and Fieldwork

- ◆ Full Acceptance status in the Teacher Education Program
- ◆ 2.75 overall GPA
- ◆ Subject area candidates: C- or better in: CURR305, CURR310, CURR312, CURR314, CURR316, READ 411.
- ◆ Early Childhood/elementary candidates: C- or better in READ 400.
- ◆ Subject area candidates: C- or better in departmental methods course(s) or enrolled in methods during Fieldwork.
- ◆ Submission of Fieldwork Experiences Application by March 1st for fall Fieldwork/Clinical I or by October 1st for spring Fieldwork/Clinical I. This is a separate process from course registration that takes place well before registration.

Prerequisites for Clinical II and Student Teaching

- ◆ C- or better in all Professional Sequence courses
- ◆ C- or better in the departmental methods course(s)
- ◆ 2.75 overall GPA and minimum required major GPA (see p. 14)
- ◆ Passing Praxis II score(s) on all required tests if applicable
- ◆ Passing OPI if Spanish, French, or TESL candidate
- ◆ Passing WPT if TESL candidate

Subject certification students are expected to complete all major requirements prior to student teaching. P-3 and Elementary certification students are expected to complete all major requirements and all general education requirements prior to student teaching – general education courses are considered part of your preparation to teach all subject areas in a pre-school or elementary setting.

Physiology and Hygiene Requirement

In addition to the university requirements, the state has a physiology and hygiene requirement that candidates must complete in order to be recommended to the state for certification upon completion of a certification program. A list of courses satisfying this requirement for undergraduates is provided in Resource G on page 66, although students can also opt to take a free physiology and hygiene test (through December 2009) at a county office of education. Transfer students are encouraged to talk to an advisor in the University's Academic Advising Center to determine if a transfer course meets this requirement. **NOTE: The state procedure and policy for this requirement is scheduled to change effective December 2009. Any changes that affect the information above will be communicated to students/advisors via the Center of Pedagogy Blackboard community.**

Determining If You Are Eligible for In-Service Field Experiences

In-Service Field Experiences is an alternative to regular field experiences that is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you believe you are eligible and wish to seek permission to complete Fieldwork/Clinical Experience I and Student Teaching/Clinical Experience II in the school where you are employed as a teacher, obtain an application packet from the CoP Blackboard site, the Fieldwork Department, or your advisor. The In-Service application follows the same deadlines as the Field Experience Application. See Resource H on page 67 for important details.

Senior Year: Field Experiences

All undergraduate students in the Teacher Education Program take field experience courses, typically in the last two semesters of their program. Undergraduates in a subject area certification program take Fieldwork in one semester and Student Teaching in the subsequent semester. Undergraduates in the Early Childhood (P-3) or Elementary (K-5) program take Clinical Experience I in one semester and Clinical Experience II in the subsequent semester.

Students must submit a Field Experience Application to the Center of Pedagogy Fieldwork Department the semester prior to the start of Fieldwork/Clinical Experience I. The application packet can be obtained in the Center of Pedagogy Fieldwork Department or from the CoP Blackboard site. A student cannot enroll in Fieldwork/Clinical Experience I until the Fieldwork Department has received and processed his/her application. Please note that **the Center of Pedagogy cannot guarantee a fieldwork or student teaching placement for a student who does not hold a substitute certificate. Please see Resource I on page 68 for details.**

Application forms are due at the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Since it takes considerable time to place students in the schools and since individual circumstances often enter into placement decisions, it is extremely important that the Fieldwork Department be given enough lead time to secure assignments. Placements are made in MSUNER schools (see Resource B on page 58 for MSUNER information). Late applications cannot be accepted.



Requirements for Enrolling in Fieldwork/Clinical Experience I

As the first of two culminating field experiences in the Teacher Education Program, Fieldwork/Clinical Experience I is a benchmark both in terms of the student's development as a teacher and his or her academic progress. Therefore, once a student submits his or her Field Experience Application, a review is conducted by the Center of Pedagogy to determine how the student is progressing and if they have met the standards required to be permitted to begin their culminating field experiences. These standards include having a 2.75 overall GPA, having a C- or better in all courses related to teacher education, having full acceptance status in the Teacher Education Program, and being on track to complete all of the courses in the Professional Sequence prior to the student teaching semester. Since delaying this first field experience can delay graduation, it is critical that students seek advisement each semester to ensure they are on track not just for graduation, but for this important benchmark course and experience.

Student Teaching/Clinical Experience II

In order to qualify for student teaching and related courses, students must meet the criteria listed below by the student teaching audit deadline (January 8th for spring student teachers, August 15th for fall student teachers). The audit is overseen by the Teacher Education Admissions and Retention Department in the Center of Pedagogy. Student files are reviewed prior to these deadlines AND after registration closes to ensure that these criteria have been met; however, it is in your best interest to note the requirements and to be sure you are ready for student teaching. The requirements are as follows:

1. **Be fully admitted to the Teacher Education Program.**
2. **Be in good academic standing, which includes having the following in place by the audit deadline:**
 - At least a 2.75 overall GPA
 - The appropriate minimum major GPA as established by the major department (see page 14)
 - Completed all courses in the major and the professional sequence (including methods courses). Only grades of C- or above are acceptable in the professional sequence, methods courses, and prerequisite courses.
 - Being enrolled in no courses other than student teaching related courses. (ECELE candidates currently are able to take one additional non-professional sequence course, this policy is under review and may be phased out.)
3. **Demonstrate an acceptable level of teaching potential in the Public Purposes of Education course (formerly Initial Field Experience) and Fieldwork (formerly Intermediate Field Experience) courses as assessed by university faculty and school personnel.**
4. **Submit passing Praxis II test scores if required in the certification area.** Praxis II tests are required for most certification areas - scores must be submitted to Teacher Education Admissions and Retention by the audit deadline. Test scores must also be sent directly by ETS to the NJ Department of Education. Test details and registration information are posted outside Teacher Education Admissions and Retention. See Resource F on page 65 for Praxis II Test Policy and Information.
5. **For TESL/Spanish/French/Italian candidates: Submit passing (Advanced Low) OPI and WPT scores to the appropriate Program Coordinator by the deadline established by the individual program.** Latin candidates must submit passing (advanced) Latin Test for Teacher Certification scores to their Program Coordinator by the established program deadline. Verification of passing scores from the Program Coordinator is required by the audit deadline.

Student Teaching/Clinical II Course Credit Policy

Undergraduate subject area students are permitted to take no more than 11 credits during the student teaching semester. Currently early childhood/elementary candidates are able to take 1 additional non-professional sequence course during student teaching, but this policy is under review and may be altered/phased out in the near future. Students should therefore plan their coursework well in advance, taking into account that certain required courses may not be offered every semester.

Senior Year: Coursework

The field experiences in which students engage is supported and enhanced by corresponding courses. Fieldwork/Clinical Experience I students attend a weekly class with a faculty member and begin their field experience several weeks into the semester. Student teachers (Clinical II and Student Teaching candidates) attend a weekly class with a faculty member and begin their student teaching assignment on the first day of school (fall) or first day of MSU classes (spring). Students are assigned to their seminar section based on where they are student teaching, as most seminar sections meet off campus at partner schools in the MSU Network for Educational Renewal.

GRADUATE STUDENT ROADMAP

Overview of graduate-level options at Montclair State University

At MSU, a student with a baccalaureate degree may pursue an initial New Jersey teaching certificate and a fully certified teacher may obtain additional teaching field endorsements or advanced certification. The Center of Pedagogy's Teacher Education Program oversees graduate programs at the University that lead to initial teacher certification. All other programs – i.e., those leading to additional/advanced certification – are handled by the College of Education and Human Services and The Graduate School.

Graduate students who hold a bachelor's or master's degree and who wish to gain their first teaching certificate are offered two graduate programs via the Teacher Education Program, shown below. Upon successful completion of the Post-baccalaureate Initial Instructional Certification Program (Post BA) or the Master of Arts in Teaching (M.A.T.) program, students are recommended to the New Jersey Department of Education for a teaching certificate. Note that some programs only offer one option or the other – see page 23 for details.

Teacher Education Program Options for Initial Certification

Post-baccalaureate Initial Instructional Certification Program (Post BA): Students who have strong academic preparation in the subject they wish to teach complete approximately 33 semester hours of professional education courses and fieldwork including student teaching. After filing an application to the Graduate School, candidates' academic backgrounds are assessed by faculty; additional course work in the subject they wish to teach may be required. These courses may be taken concurrently with the course work in professional education, but must be completed prior to student teaching.

Master of Arts in Teaching (M.A.T.) Program: Students who wish to obtain a master's degree and teacher certification simultaneously may consider this program, which requires additional graduate level courses. Course requirements and admission requirements for all M.A.T. programs are outlined in the Graduate Catalog and on the Graduate Admissions and Support Services Web site at <http://www.montclair.edu/graduate>.

Applying to the Teacher Education Program

Candidates for admission to the M.A.T. and Post-baccalaureate programs may file an Application for Graduate/Post-Baccalaureate Admission to The Graduate School at any time – admissions are rolling. Applicants to most M.A.T. and Post-baccalaureate Programs are required to submit an entrance ticket or copy of passing score on the appropriate Praxis II Subject Assessment test(s) prior to the completion of 12 graduate credits –contact The Graduate School for exact requirements for your program. See Resource F on page 65 for the Praxis II test and policy information. In addition to GRE scores (for MAT candidates) and transcripts, two recommendations from school or college faculty/administrators must be submitted. It is expected that students will be able to demonstrate proficiency in the use of the English language.

Planning Your Program of Study

Once admitted, graduate students should meet with their appointed graduate advisors to plan their coursework and to ensure that they are clear about all of the steps needed to complete their program successfully. Given that each certification program has different requirements and that graduate students vary in their previous coursework and their future plans, this advisement meeting is essential. In addition, students must attend the Graduate Orientation provided by The Graduate School to learn about important processes and guidelines. Students accepted into a Post-baccalaureate Initial Instructional Certification Program who wish to switch into the M.A.T. program must file a new Graduate Application with The Graduate School before the completion of 12 graduate credits and must submit GRE scores. Additional fees apply.

Preparing for Field Experiences

All students in the Teacher Education Program take field experience courses: graduate students in subject area certification programs take Fieldwork in one semester and Student Teaching in the subsequent semester. Graduate

students in the Early Childhood (P-3), Elementary (K-5), or dual certification (general education and special education) program take Clinical Experience I in one semester and Clinical Experience II in the subsequent semester.

Students must submit a Field Experience Application to the Center of Pedagogy Fieldwork Department the semester prior to the start of Fieldwork/Clinical Experience I. This application is separate from the graduate admissions process and can be obtained at the Center of Pedagogy Blackboard site. A student cannot enroll in Fieldwork /Clinical I until the Fieldwork Department has received and processed his/her application.

Field experience applications are due at the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Since it takes considerable time to place students in the schools, late applications cannot be accepted. Placements are made in MSUNER schools (see Resource B on page 58 for information).



Fieldwork/Clinical Experience I is a benchmark both in terms of the student's development as a teacher and his or her academic progress. Therefore, once a student submits his or her Field Experience Application, a review is conducted by the Center of Pedagogy to determine how the student is progressing and if they have met the standards required to be permitted to begin their culminating field experiences. These standards include having a 2.75 overall GPA, having full acceptance status in the Teacher Education Program, and being on track to complete all of the courses in the Professional Sequence prior to the student teaching semester. All students are notified via email of the results of this review. Students who are found to be not ready for Fieldwork/Clinical I are notified via certified mail as well.

The fieldwork in which students engage is supported and enhanced by corresponding courses. Fieldwork/Clinical Experience I students attend a weekly seminar with a faculty member and begin their field experience several weeks into the semester. Student teachers (Clinical II and Student Teaching candidates) attend a weekly seminar with a faculty member and begin their student teaching assignment on the first day of school (fall) or first day of MSU classes (spring). Students generally are assigned to their seminar section based on where they are student teaching, as some seminar sections meet off campus at partner schools in the MSU Network for Educational Renewal.

Enrolling in Student Teaching/Clinical Experience II

In order to qualify for student teaching, students must be in good academic standing. This includes maintaining the required GPA and having satisfactorily completed all courses in the certification area and the professional sequence (including methods courses). In addition, candidates must demonstrate an acceptable level of teaching potential in Fieldwork/Clinical I Experience as assessed by University faculty and school personnel. Candidates must also submit passing scores for all required Praxis II tests prior to being permitted to student teach. TESL, Spanish, Italian, and French candidates also must submit scores of at least Advanced Low on the OPI test, TESL candidates must submit Advanced Low scores on the WPT, and Latin candidates must submit passing (advanced) Latin Test for Teacher Certification scores to their respective program coordinators. All criteria must be in place by August 15th for fall student teachers and January 8th for spring student teachers.

Student Teaching/Clinical II Course Credit Policy

Students may not take any additional credits during the student teaching semester (exception: In-Service). Students should therefore plan their coursework well in advance, taking into account that certain required courses may not be offered every semester. An audit is done at the start of each student teaching semester to ensure that this credit limit is not exceeded.

Physiology and Hygiene Requirement

In addition to University requirements, the state has a physiology and hygiene requirement that must be met in order to be recommended to the state for certification. A list of courses satisfying this requirement is provided in Resource G (p.66). Beginning in February 2010 MSU will take over the content and administration of the test – details about where/when this will be available will be posted on the CoP Blackboard community. Students should talk to their advisors to determine if a course taken as an undergraduate meets this requirement. It is important to note that students cannot be recommended to the state for certification until this requirement is met.

Are You Eligible for In-Service Field Experiences?

In-Service Field Experiences is an alternative to regular field experiences that is available to students who, among other criteria, have been employed as contracted full-time teachers in grades P-12 for at least one academic year. If you believe you are eligible and wish to seek permission to complete Fieldwork /Clinical Experience I and Student Teaching/ Clinical Experience II in the school where you are employed as a teacher, see Resource H on page 67 for details.

SUCCESSFULLY COMPLETING YOUR PROGRAM

Periodic Review of Performance

The Montclair State University Teacher Education Program uses a performance assessment system to provide evidence of candidates' performance as they progress through the program. Reviews are conducted at several phases in the program to determine whether a student should be retained, placed on probation, or dismissed. Students placed on probation or dismissed may appeal the decision. Consult the Director of the Center of Pedagogy for appeal procedures.

The reviews are designed to provide information about candidates' development of the knowledge, skills, and dispositions in *The Portrait of a Teacher* and the MSU Institutional Standards. The reviews also ensure that candidates meet state and MSU requirements. The chart below summarizes the different sources of evidence used for student reviews at four phases of the program: admission to the program, entry to student teaching, exit from student teaching, and program completion. The results of the course-specific assessments are entered into a database and summarized for use as one source of data in admission, retention, and completion reviews.

Overview of the MSU Teacher Education Program Performance Assessment System by Transition Point

Transition Points in MSU's Teacher Education Program:			
1. Program Entry (Admission to Teacher Education)	2. Entry to Professional Semester (Student Teaching)	3. Exit from Professional Semester	4. Program Completion
Sources of Assessment Data (for all programs unless otherwise noted):			
Admissions Evaluation Scale Ratings are based on: <ul style="list-style-type: none"> • Transcripts • Overall GPA (minimum of 2.75) • GPA in major (minimums vary) • Letters of recommendation • Essays • Test scores (for some) • Portfolio (for some) • Interview 	<ul style="list-style-type: none"> • Overall GPA (minimum of 2.75) • GPA in major (minimums vary) • No grade below C- in professional sequence courses • Submission of Praxis scores • Completion of all required courses • Successful completion of assessments in major depts. (data analyzed by faculty from the major depts. and reported to their Specialized Professional Associations) <hr/> <p><i>Course-specific performance assessments for candidates in content area programs:</i></p> <ul style="list-style-type: none"> • Community Study (CURR/EDFD/READ 305, CURR/EDFD 509) • Case Study: Student Assessment (READ 411/501) • Fieldwork Teacher Report (CURR 450/527) • Creating a Community for Learning (CURR 451/526) • Adapting instruction for an English language learner and a student w/a disability (CURR 451/526) • Developing a Unit plan (Dept. methods courses) <hr/> <p><i>Course-specific performance assessments for candidates in Early Childhood & Elementary Education:</i></p> <ul style="list-style-type: none"> • Comparative Analysis of Programs (ECEL 200/ECEL 501) • Organizing the classroom for student learning (Seminar I)— Faculty assessment (ECEL 412/413/502) • Assessment of Student Performance (Clinical I)— Teacher assessment (ECEL 412/413/502) • Developing Integrated Unit plan (ECEL 422/435/522/528) • Tailoring Planning for Literacy Instruction for an English language learner (READ 400) • Adapting instruction for a student w/a disability (ECEL 422/435/522/528) 	<ul style="list-style-type: none"> • Summarized Record of Student Teaching • Assessments conducted by selected major departments as part of student teaching (analyzed by faculty in those departments) 	<ul style="list-style-type: none"> • Cumulative GPA of 2.75 or higher • Passing score on relevant Praxis II test • Summary of all previous performance assessments
			Rev. 7/16/08

Explanation of GPA requirements

Graduates of the Teacher Education Program are required by the state of New Jersey to have a final overall undergraduate or graduate level GPA of 2.75 or higher in order to be eligible for the Certificate of Eligibility with Advanced Standing. This certificate permits a school district to hire a candidate to teach. As a result of this requirement, students must monitor their own progress carefully. The Center of Pedagogy will also monitor teacher education students' academic progress. The following criteria and categories serve as the guidelines:

Retention: 2.75

Probation: 2.5 – 2.74

Questionable: below 2.50

Students who are admitted to the Teacher Education Program with a GPA below 2.75 must demonstrate progress toward a 2.75 GPA. A student may not complete the Fieldwork/Clinical I semester or Student Teaching/Clinical II semester with a GPA below a 2.75.

In addition, there are minimum major GPAs for undergraduates that must be maintained in order to be eligible for student teaching. For details, see page 14.

Readmission to Teacher Education

Undergraduate and graduate students who have been accepted to the Teacher Education Program and subsequently leave the University for two years or more must apply for re-admission to the Program. They may be required to satisfy additional course requirements as program requirements are subject to change.

Undergraduates in the Teacher Education Program who choose to graduate without certification will not necessarily be accepted into the graduate level program in their subject area should they decide to obtain certification at a later date, nor is there any guarantee that undergraduate credits will count towards a graduate degree or certification program.

Student Complaint Policy and Procedure

In the event that a student wishes to file a formal complaint involving any area of the Teacher Education Program, s/he must submit a formal, written request to the appropriate Teacher Education Program personnel. If seeking action/redress of any kind, the desired outcome should be explicitly stated in the letter. If the student is dissatisfied with the response to the matter, s/he may make a written request for a private conference with the Center of Pedagogy Assistant Director to appeal. Should the complaint not be resolved to the student's satisfaction after meeting with the Assistant Director, the complaint may be appealed in writing to the Executive Director of the Center of Pedagogy. Subsequent appeals, if desired, are made first in writing to the Dean of the College of Education and Human Services, then the Associate Vice President for Academic Affairs. Complaints for which a University policy pre-exists (harassment, plagiarism, grades, etc.) are addressed according to the prevailing University policy.

Are you a citizen of another country?

In order to apply for standard (permanent) certification in New Jersey upon completion of a teaching certification program and one year of successful teaching experience, a candidate must be a citizen of the United States OR s/he must provide a statement of intention to become a naturalized citizen of the United States. Students who are in the U.S. on certain visas (e.g., a student visa) are NOT eligible.

However, students who are not U.S. citizens CAN enroll in the Teacher Education Program and CAN receive the initial certificate, called the Certificate of Eligibility with Advanced Standing, that all of our students are eligible to receive upon successful completion of their program. This certificate requires only that the candidate take an oath of allegiance to uphold the U.S. Constitution.

Please note that the Center of Pedagogy cannot guarantee field placements for students who do not have substitute licenses. Currently non-citizens with certain visas can obtain a substitute license. Non-citizen students are advised to obtain a substitute license as soon as possible in case the state rules become stricter. Currently many of our partner districts welcome student teachers who do not have substitute licenses, but this is also subject to change at any time.

TAKING A SEMESTER OFF BETWEEN FIELDWORK/STUDENT TEACHING OR CLINICAL I /II

For a variety of reasons it is sometimes necessary for a student to postpone the student teaching semester. In order to ensure that students receive the best possible advisement and to ensure that the Teacher Education Program is fully aware of each student's circumstances that lead to a postponement, students who postpone the student teaching semester for one or more semesters are required to complete a Student Teaching Postponement form. This form requires information such as:

- Undergraduate Major Advisor or Graduate Advisor signature
- Indication of when the student plans to return to complete student teaching/Clinical II
- Interim plans/reason for postponement (e.g., did not pass Praxis, need time off for personal reasons, etc.)

The form should be handed in to Pat Gagnon at the Center of Pedagogy reception desk in UN1180.

In addition, students who postpone student teaching must complete a new Field Experiences Application and submit it by the standard deadline of March 1 for fall student teaching or October 1 for spring student teaching. The original application submitted for Clinical I/Fieldwork ceases to be valid if a student does not continue directly to student teaching.

If a student does not return to complete student teaching in the semester indicated on the form, he or she must complete a new form to renew the postponement request.

Undergraduates must officially request a leave of absence with the University if not taking courses for one semester or more. To do this, you must complete a Withdrawal/Leave of Absence Form and submit it to the Center for Academic Advising and Adult Learning (Morehead Hall 132).

RETURNING TO MSU AS A GRADUATE STUDENT

Undergraduate students who choose to graduate without certification then later wish to return to the University to complete certification must apply to the appropriate program as a graduate student. **There is no guarantee that you will be admitted to The Graduate School to complete your program.** Students who wish to consider this option must have their Student Teaching Postponement Form signed by the Graduate Program Advisor in their certification area.

- ▶ A student who returns within 2 semesters must apply to The Graduate School and if accepted, may complete her/his program by taking equivalent remaining courses at the graduate level.
- ▶ A student who returns 3-10 semesters later must apply to The Graduate School and if accepted, may be required to retake 1 or more courses or take additional coursework as determined by the certification area department prior to student teaching.
- ▶ Students who return after 10 semesters must apply to The Graduate School and if accepted, may be required to retake the entire professional sequence leading to certification regardless of courses completed as an undergraduate.
- ▶ Students admitted at the graduate level must notify the Fieldwork Department of their intent to student teach by the appropriate student teaching deadline. Currently the deadlines are March 1 for fall student teaching and October 1 for spring student teaching. Students first must be admitted to The Graduate School before submitting a student teaching application: **it is not possible to request to student teach prior to full acceptance by The Graduate School.**

Certification

The Teacher Education Program provides a sequence of professional courses and field experiences leading to an initial teaching certificate. **Undergraduate students** engage in these courses and experiences while majoring in a particular field of interest. **Graduate students** engage in these courses and experiences either through an MAT or post-baccalaureate program. When all program requirements have been met, the student is recommended for certification to teach in all New Jersey public schools and is legally qualified to teach in other member states of the Interstate Certification Compact (See Resource K on page 70). The requirements for teacher certification are subject to changes in state regulation and University policy. Although students are notified of program changes, they should consult regularly with the Center of Pedagogy as well as their departmental and education advisors.

The Path to Teacher Certification

If you do all of the following:

- Complete all required coursework for your area of certification
- Pass all required PRAXIS II tests for your area of certification, if applicable
- TESL, Spanish, French, Latin candidates: Pass appropriate language tests (OPI, WPT, and/or LTTC)
- Meet the NJ “Physiology and Hygiene” requirement
- File for Final Audit at the Office of the Registrar (see next page for deadlines)
- File for certification at the Office of the Registrar (see next page for deadlines) **and**
- Meet the NJ undergraduate GPA requirement of 2.75 (either undergraduate or graduate GPA)

Then:

1. The Office of the Registrar, on behalf of Montclair State University, will send your certification application to the state **and**
2. You will receive a Certificate of Eligibility with Advanced Standing from New Jersey, usually within 8-12 weeks.

If you plan to teach in New Jersey, then...

1. You will be eligible to officially accept a teaching position in a NJ public school
2. The district that hires you will tell the state they have hired you, and will request that you be issued a Provisional License
3. In your first year, called the “Induction Year,” you will be observed by school-appointed mentors and by your principal **and**
4. At the end of your first year, if you receive an “approved” rating from your principal, you will apply to the state for a Standard Certificate in your certification area.

If you plan to teach in another state, then...

1. You must first determine what reciprocity agreement exists between that state and NJ **and**
2. You should contact that state’s education department to determine what additional requirements you may need to meet above and beyond demonstrating that you have completed an approved teacher education program.

Important Certification Details

1. It is important to familiarize yourself with the certification requirements and rules for the area that you wish to teach. It is in your best interest to speak with an advisor before committing to a particular certification program.
2. The Office of the Registrar has deadlines by which students must file for Final Audit for graduation and for certification. If applying for both a degree audit and certification audit at the same time, indicate this on the audit card. If applying for degree before certification or vice versa, note that an audit request card must be filled out for each audit. The audit timeline is as follows:



Date of Intended Graduation/ Program Completion	Deadline for Applying For Final Audit (Degree and/or Certification)
January	June 1 st of prior year
May	October 1 st of prior year
August	March 1 st of that year

3. Approximately 2 months before the date of program completion for certification, candidates who have filed for certification audit receive an application for certification in the mail from the Registrar which must be completed and returned to the Registrar with the appropriate fee.
4. In order to apply for certification, a student must be a citizen of the United States OR s/he must take an Oath of Allegiance to uphold the U.S. Constitution.
5. Note that it often can take the state two months or longer to process your certification application given the great number of applications they process on a daily basis. Your application is sent to the state within several weeks of your program completion if you apply for certification in the timeframe provided above. During those weeks the Registrar works as quickly as possible to verify that the University can recommend you to the state for certification. **Therefore January graduates should expect to receive their certification no sooner than April 1st, May graduates no sooner than August 1st, and August graduates no sooner than October 15th.**

NEW JERSEY INITIAL TEACHER CERTIFICATION OFFERED AT MONTCLAIR STATE UNIVERSITY

Art	Latin (not an M.A.T. option)
Biological Science	Mathematics
Chemistry	Music
Dance (undergraduate only)	Physical Education (graduate level only – undergrads must do Physical Education and Health dual certification)
Early Childhood Education (Pre-K through grade 3)	Physical Science
Early Childhood Education (P-3) and Teacher of Students with Disabilities (M.A.T. only)	Physics (undergraduate only)
Earth Science	Psychology (not an M.A.T. option)
Elementary Education (K through grade 5)	Social Studies
Elementary Education (K-5) and Teacher of Students with Disabilities (M.A.T. only)	Spanish
English	Teacher of English as a Second Language
French	Teacher of Students with Disabilities and Content Area (M.A.T. only)
Health Education	Please note that Teacher of Students with Disabilities is currently offered at the Graduate level – see Resource J on page 69 for information about current and upcoming programs at the graduate and undergraduate level.
Health & Physical Education	
Italian (not an M.A.T. option)	

* All certifications are valid for grades Pre-school through Grade 12 unless otherwise noted.

* For a list of states with which New Jersey has certification reciprocity see Resource K on page 70.

* To see which undergraduate majors match each undergraduate certification option, see page 14.

THE FIELD EXPERIENCE SEMESTERS: A CLOSER LOOK

All students in the Teacher Education Program take field experience courses, typically in the last two semesters of their program. Below is a summary of the field experience courses that students take over the course of two semesters.

	Penultimate semester in program	Last semester in program
Early Childhood (P-3), Elementary (K-5), and Dual (general ed/special ed) Certification	Clinical Experience I	Clinical Experience II
Subject Area Certification	Fieldwork*	Student Teaching



In the semester *prior* to taking Clinical Experience I or Fieldwork, students must submit a Field Experience Application to the Center of Pedagogy Fieldwork Department. The application packet can be obtained at the CoP Blackboard site or at the Center of Pedagogy Fieldwork Department. Note that the application is updated each semester and that the most recent application must be completed. Students cannot enroll in these courses until the Fieldwork Department has received and processed their applications.

Application forms are due at the Center of Pedagogy by October 1 for an assignment in the spring semester and March 1 for an assignment in the fall semester. Since it takes considerable time to place students in the schools and since individual circumstances often enter into placement, late applications cannot be accepted. Placements are made in MSUNER schools (see Resource B for MSUNER information). When feasible, cohorts of students are placed in a school.

FREQUENTLY ASKED QUESTIONS

The process of assigning students for field experiences is more complex than meets the eye. The Fieldwork Department must take into account the needs of MSU students individually and collectively; our partner school districts; and most importantly, the public school children who we as a University serve both directly during field experiences and indirectly when our graduates assume their own classrooms. The following information is designed to make the field experiences assignment process as transparent as possible so that students, faculty, staff, and school personnel are on the same page about how assignments are made. While there will always be exceptions, we believe that the integrity of our field experiences program lies in adhering to these well thought out rules/policies/procedures. The answers below refer to both field experience semesters unless otherwise indicated.

In what school district might I do my field experiences?

MSU hosts the Montclair State University Network for Educational Renewal, an affiliate of the National Network for Educational Renewal. We work in partnership with districts that are committed not only to excellent teacher preparation but to improving their current faculty's teaching. Current member districts are: Bloomfield, Caldwell/West Caldwell, Cedar Grove, Clifton, Dumont, East Orange, Englewood, Fair Lawn, Glen Ridge, Hillside, Kearny, Little Falls, Livingston, Maywood, Montclair, Newark, Nutley, Parsippany-Troy Hills, Passaic Valley Regional HS, Randolph, River Vale, South Orange/Maplewood, Teaneck, Tenafly, and West Orange. To learn more about the Network, visit <http://cehs.montclair.edu>.

I don't live near a Network district. Can I do my student teaching in another district?

We are excited to see more and more students come to MSU from far distances, and it is our goal to serve as many students from across the state and beyond as we can. However, part of what has created the reputation that MSU holds as a premier institution for teacher preparation is its partnerships with Network districts. Students are therefore required to complete their field experiences in a Network district.

How do you determine what district I will be assigned to?

Several factors determine your district assignment, the most common being your subject area/grade level and where you live. Proximity to the district from your current address is taken into account whenever possible – this is why it is imperative that you ensure that we have your correct address information. However, it is important to note that proximity to your home is not guaranteed and that you should be prepared to teach in any of the districts mentioned above.

Can I request a specific district?

Unless you are approved for in-service student teaching, we cannot honor requests for specific districts. Although

students often have compelling reasons for desiring a particular district, it would simply not be possible for us to handle the volume of requests we would receive or to ascertain in an equitable manner whose requests hold more weight. We guarantee that you will be assigned within a 25-mile radius of the MSU campus, but no further guarantees can be made.

Can I do field experiences in a school where I have served as a substitute teacher?

We cannot honor requests for specific schools. Incidentally, history has shown that students who wanted to stay at the school where they have substitute taught end up appreciating being assigned elsewhere, as it allows them to experience a new school culture and to learn from a new cohort of teachers and administrators.

Can I help find my own assignment?

For the common good of all parties involved, we ask students and faculty to refrain from independently seeking field experience assignments. It may seem counter-intuitive to discourage you from accessing resources or being proactive in finding an assignment, but the process truly works most effectively when coordinated strictly between the designated district personnel and the Fieldwork Department. This is a case where we must balance the needs of one student with the needs of all our students and the districts with which we partner.

When do you start making requests for assignments?

Assignment requests for the spring are sent out in October; fall assignment requests are sent out in March.

What if a district does not accept an assignment request?

This happens at times for various reasons, most commonly because of lack of availability of a suitable cooperating teacher. When an assignment request is rejected, usually another request is made within 24 hours. Please be advised that you are guaranteed a placement regardless of whether or not you are rejected from a particular district.

When will I find out my assignment?

Assignments are finalized on a rolling basis, so notification is done on a rolling basis as well. For the spring semester, placements are finalized between October and February. For the fall semester, placements are finalized sometime between March and October. Also, it is important to note that one of the realities of the assignment process is that there is no correlation between the date when you turned in your application and the date when you receive your assignment, particularly due to the possibility that a first request may come back denied.

How will I be informed of my assignment?

As soon as an assignment is confirmed in writing by the district, the Fieldwork Department sends you a copy of the form for you to keep along with general information about the upcoming field experience. The form includes the name of the contact person in the district, which might be a district administrator, school principal, school coordinator, or the cooperating teacher.

Will I be assigned to the same cooperating teacher for both field experience semesters?

Whenever possible, students remain with the same cooperating teacher for both semesters. During the first field experience semester (Clinical I/ Fieldwork) the Fieldwork Department sends a request to the district for you to be assigned to the same cooperating teacher. If the request cannot be met a new request will be issued.

I am already teaching full-time. Do I still have to do fieldwork?

Yes, but if you are a full-time teacher with primary responsibility for a classroom and have been in your position for one year by the start of student teaching, you may be qualified to do In-Service Fieldwork. See Resource H for details.

If I'm in a dual certification program, how does that affect my field experiences?

Dual certification students (e.g., P-3/Teacher of Students with Disabilities, Health and PE) must have student teaching experience for each certification area during the student teaching semester. In some cases student teaching is therefore "split" into two distinct placements, one for each certification area. In other cases student teaching is done in one location where classes can be taught in both certification areas during the school day. Students who are considering applying for In-Service field experiences should note that In-Service status can only be granted if the teaching position includes both certification areas.

What if I need to take off a semester before I student teach?

This application is for both the Fieldwork and Student Teaching semesters – we assume you plan to move on directly to student teaching. If that is not the case for any reason, you must complete a Student Teaching Postponement form and have it signed by the appropriate advisors. The form is available on the Center of Pedagogy Blackboard site and at the Center of Pedagogy offices in University Hall.

Questions? Contact the Fieldwork Department at 973-655-4262.

GUIDELINES: FIELDWORK

Overview

The primary objective of the Fieldwork experience is to provide the subject certification candidate with concrete, hands-on opportunities to prepare for student teaching in the following semester. Ideally, student teaching will take place under the mentorship of the same cooperating teacher, though this does not always occur. During Fieldwork the student should become acquainted with the cooperating teacher's full range of responsibilities and style of teaching, the school's operating procedures and culture, and the pupils with whom he or she will be working. Although purposeful observation is important, the great majority of time spent in the school should involve active participation in the class/school and direct interactions with pupils.

How should time be allocated?

In order to ensure that students gain a broad base of knowledge and experiences in preparation for student teaching, the following guidelines should be followed for the 60-hour fieldwork experience:

Observing students	5-8 hours
Examining teacher materials	3-6 hours
Teaching/tutoring students	25-35 hours
Conversing with Staff and students	4-6 hours
Performing other teacher-related activities	10-15 hours
Observing other teachers/classes	5-10 hours

Students typically should be ready to teach a complete lesson by the 40-hour mark. If possible, students should teach a "mini unit" of 3-5 lessons by the end of the 60-hour experience.

How should visits be scheduled?

The student and cooperating teacher should work together to develop a schedule of visits that meets both of their needs and expectations. It is the student's responsibility to notify the cooperating teacher in advance should he/she need to reschedule a visit. Since Fieldwork is taken concurrently with the Teaching for Learning I course, which is designed to guide students through their field experience, hours should be spread out over the semester so that the student can complete ongoing assignments at his/her school placement. No more than 12 hours should be completed in any given week, and visits should occur on a weekly basis.

How is the student's experience assessed?

At the end of the Fieldwork experience, the cooperating teacher will complete the Fieldwork Evaluation Form (see the following pages). Students must submit this form to their Teaching For Learning I instructor on or before the final day of class. Students who do not submit this form will not receive a grade for Fieldwork since the Teaching For Learning I instructor assigns a grade for Fieldwork primarily based on this Fieldwork Evaluation Form. If there is a significant discrepancy between performance in the field experience and in the Teaching For Learning I course, the instructor should consult with the cooperating teacher before assigning a grade for Fieldwork. This assessment is used not only to provide the student with a grade for Fieldwork, but also to determine the student's readiness for student teaching. Therefore the cooperating teacher plays a critical role in the assessment process and should carefully consider each of the assessment items. In addition, the Teaching For Learning I instructor will observe the student one time during the semester.

Based upon successful completion of Fieldwork, students are typically assigned to the same school for Student Teaching. This structure provides students with a deeper connection to a school and a richer understanding of school and classroom dynamics. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting a student Fieldwork does not obligate the district to accept him/her for Student Teaching.

Where should questions be addressed?

Should you have any questions regarding the fieldwork experience, please contact Ms. Scotta Van Dross, Program Specialist, at 973-655-7635 or at fyesc@mail.montclair.edu. Ms. Van Dross oversees the placement and support of students in Fieldwork and Student Teaching.

Questions regarding the course content/structure/logistics of Teaching For Learning I should be addressed to the Curriculum and Teaching Department at 973-655-5187.

FIELDWORK EVALUATION FORM SCORING RUBRIC (CURR 450, CURR 500)

(01/15/05)

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. Personal Qualities					
1.a. <i>General appearance</i>	Candidate's appearance (e.g., clothing, grooming) is often inappropriate for working in a school environment.		Candidate's appearance (e.g., clothing, grooming) is generally appropriate for working in a school environment.		Candidate's appearance (e.g., clothing, grooming) is consistently appropriately for working in a school environment. He/she exemplifies a professional demeanor.
1.b. <i>Enthusiasm, spirit of cooperation</i> (Standards 10, 12k)	Candidate approaches field experience as if "just going through the motions," demonstrating little enthusiasm and/or little or no spirit of working cooperatively.		Candidate displays enthusiasm for the field experience and is generally open to working cooperatively.		Candidate exhibits great enthusiasm for experience, approaching each day with a genuine desire to learn about the workings of a school. He/she enjoys working cooperatively and does so very well.
1c. <i>Self-direction, initiative, flexibility</i>	Candidate is overly dependent on the cooperating teacher when performing tasks. He/she often exhibits an inflexible attitude.		Candidate generally takes initiative to perform relevant tasks. He/she typically exhibits a flexible attitude.		Candidate volunteers to perform tasks and takes the initiative to see them through to completion. He/she always exhibits a flexible attitude.
1.d. <i>Communication (articulation, language, voice quality, written expression)</i> (Standard 11)	Candidate has poor verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing includes substantial grammatical errors.		Candidate has acceptable verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. His/her writing is grammatically correct.		Candidate has exceptional verbal and non-verbal communication skills. This is reflected in his/her speech quality, eye contact, energy level, and ability to ask and answer questions. He/she has exceptional written communication skills. The writing is grammatically correct.
2. Professionalism					
2a. <i>Reflection on teaching and learning process.</i> (Standards 9, 12h)	Candidate cannot accurately identify strengths and weaknesses of lesson(s) taught.		Candidate identifies strengths and weaknesses of lesson(s) taught and describes in general terms how such lesson(s) could be improved for the future.		Candidate identifies in detail strengths and weaknesses of lesson(s) taught and describes in very specific terms how such lesson(s) could be improved in the future.
2.b. <i>Possesses interpersonal skills</i> (Standard 10)	Candidate communicates rarely if ever with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.		Candidate seeks to communicate with others (e.g., teachers, administrators, other school personnel, students' families, and community members) to support student learning and well-being.		Candidate actively seeks out resources and communicates regularly with teachers and other school personnel to support student learning and well-being.
2c. <i>Accepts suggestions, criticism</i> (Standards 9, 12g)	Candidate has considerable difficulties accepting constructive criticism and generally becomes defensive about suggestions that would improve his/her teaching skills.		Candidate is open to accepting constructive suggestions and criticisms, and makes adjustments accordingly.		Candidate actively seeks suggestions and constructive criticism and employs new ideas after reflecting and deciding what will work for him/her.
2d. <i>Meets responsibilities (attendance, observations, professional obligations)</i>	Candidate needs to be constantly reminded to perform tasks related to the field experience OR performs responsibilities in an unsatisfactory manner. He/she fails to recognize the importance of being timely with professional obligations.		Candidate meets all responsibilities related to the field experience.		Candidate not only meets all responsibilities related to the field experience, but also volunteers to assist with many other aspects of the cooperating teacher's job. He/she is exceptionally attentive to being timely with all obligations.

Criteria	Does not meet expectations		Meets expectations		Exceeds expectation
	(1)	(2)	(3)	(4)	(5)
2.e. <i>Commitment to teaching (Standard 12k)</i>	Candidate appears unsure that teaching is the correct career choice. There is little or no evidence that he/she is sincerely dedicated to becoming a teacher. He/she appears not to make this field experience of primary importance		Candidate seems satisfied that teaching is his/her career choice and appears to be dedicated to becoming a teacher. He/she appears to make this field experience of primary importance.		Candidate seems convinced that teaching is the best possible career choice. He/she communicates a strong dedication and commitment to becoming a teacher. It is obvious that this field experience takes precedence over all outside experiences.
<i>3. Teaching/Tutoring</i>					
3a. <i>Knowledge of subject matter (Standard 1a)</i>	Candidate lacks subject matter knowledge. He/she makes important content errors or demonstrates an uneven understanding of key disciplinary concepts.		Candidate shows an adequate understanding of the subject matter. For the most part, he/she demonstrates an understanding of key disciplinary concepts.		Candidate shows an in-depth understanding of the subject matter. He/she demonstrates a thorough understanding of key disciplinary concepts
3b. <i>Organization of subject matter for student learning (Standards 1b, 4)</i>	Candidate is unable to explain how his/her lesson(s) relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.		Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.		Candidate accurately explains how the content of his/her lesson(s) relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.
3c. <i>Planning instruction (Standards 3f, 4)</i>	Lesson plan(s) lack(s) clear and meaningful learning goals/objectives or those included are inappropriate for the students. Planned activities do not advance the identified learning goals/objectives, fail to take into account students' prior knowledge and experiences, and/or do not allow an appropriate amount of time. The lesson(s) has/have organizational problems that make it difficult to implement.		Lesson plan(s) include(s) mostly clear and meaningful learning goals/objectives that are appropriate for the students. Planned activities advance most of the identified learning goals/objectives, take into account students' prior knowledge and experiences, and generally allow for an appropriate amount of time. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.		Lesson plan(s) include(s) clear and meaningful learning goals/objectives that are appropriate for the students. Candidate provides a well thought out explanation of why the identified goal/objectives are appropriate for the students. Planned activities advance all of the identified learning goals/objectives and take into account students' prior knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. The lesson is well organized and well paced from introductory to closing activities.
3d. <i>Stimulating critical thinking (Standards 5, 12h)</i>	Candidate does not encourage students to think critically, independently, or creatively in the context of the content being studied OR discourages them from doing so.		Candidate encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.		Candidate encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

4. Creating a Positive Environment for Student Learning

<p>3e. <i>Managing class environment (Standards 8a, 8b, 8c, 8d)</i></p>	<p>Candidate makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Overall, the candidate does not hold students accountable for their behavior and/or permits the physical environment to be unsafe or to interfere with student learning.</p>	<p>Candidate generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior. Candidate creates a physical environment that is safe and does not interfere w. learning.</p>	<p>Candidate responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are consistently held accountable for their behavior. Candidate creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.</p>
-------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

4. Dispositions toward student

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p>4a. <i>Belief in the educability of all children (Standards 3b, 12a)</i></p>	<p>Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.</p>		<p>Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</p>		<p>Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.</p>

5. Professionalism

<p>4b. <i>Respect for individual and cultural differences (Standards 3a, 3b, 3e, 12b, 12c, 12i)</i></p>	<p>Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.</p>	<p>Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.</p>	<p>Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.</p>
<p>4c. <i>Belief that all students bring talents and strengths to learning (Standards 2, 3b, 12a, 12b, 12c)</i></p>	<p>Candidate does not seem to see the talent and strength that each child brings to learning. Instead, he/she focuses on what the students' lack.</p>	<p>Candidate generally sees the talents and strengths each child brings to learning. He/she attempts to build on these talents and strengths in teaching.</p>	<p>Candidate consistently sees the talents and strengths each child brings to learning. He/she effectively builds on these talents and strengths in teaching.</p>
<p>4d. <i>Attitude that students' strengths are basis for growth and errors are opportunities for learning (Standards 3d, 12d)</i></p>	<p>Candidate does not use students' errors as opportunities for learning and generally overlooks or ignores their strengths</p>	<p>Candidate tends to use students' strengths to further learning and views errors as possible learning opportunities.</p>	<p>Candidate consistently uses students' strengths to enrich learning and capitalizes on errors as important learning opportunities.</p>



**MONTCLAIR STATE
UNIVERSITY**

CENTER OF PEDAGOGY FIELDWORK DEPARTMENT

FIELDWORK EVALUATION FORM

Student name: _____ CWID: _____ Semester: Fall ___ Spring ___

District: _____ School: _____ Year: _____

Dear Cooperating Teacher,

Since this course is a prelude to student teaching, an informed assessment of the student's performance in fieldwork will be helpful to the student, the course instructor, and the Center of Pedagogy Fieldwork Department. Please complete this form and discuss it with the student. Then have the student return it to his/her course instructor upon completion of classroom visits. In addition, if you answer "no" for question 5 or 6, please contact the Center of Pedagogy at 973-655-7802.

For each item below, please circle the appropriate rating using the following scale and the attached rubric.

1 unsatisfactory	2 needs improvement	3 acceptable	4 good	5 outstanding
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1. Personal Qualities:

- a. General appearance 1 2 3 4 5
- b. Enthusiasm, spirit of cooperation 1 2 3 4 5
- c. Self-direction, initiative, flexibility 1 2 3 4 5
- d. Communication (articulation, language, voice quality, written expression) 1 2 3 4 5

2. Professionalism:

- a. Reflects on teaching/learning process 1 2 3 4 5
- b. Possesses interpersonal skills 1 2 3 4 5
- c. Accepts suggestions, criticism 1 2 3 4 5
- d. Meets responsibilities (attendance, meetings, observations, professional obligations) 1 2 3 4 5
- e. Is committed to teaching 1 2 3 4 5

3. Teaching/Tutoring

- a. Knowledge of subject matter 1 2 3 4 5
- b. Organization of subject matter for student learning 1 2 3 4 5
- c. Planning instruction 1 2 3 4 5
- d. Stimulating critical thinking 1 2 3 4 5
- e. Managing class environment 1 2 3 4 5

4. Disposition Toward Students:

- a. Belief in the educability of all students 1 2 3 4 5
- b. Respect for individual and cultural differences 1 2 3 4 5
- c. Belief that all students bring talents and strengths to learning 1 2 3 4 5
- d. Attitude that students' strengths are basis for growth and errors are opportunities for learning 1 2 3 4 5

5. Did the student spend the required 60 hours in the field? ___ Yes ___ No (If no, please contact us.)

6. Does this student have personal and professional qualities that indicate his/her readiness for the student teaching experience? ___ Yes ___ No (If no, please contact us.)

Cooperating Teacher: _____ Signature: _____

GUIDELINES: CLINICAL EXPERIENCE I

Overview of Clinical Experience I

The primary objective of the Clinical I field experience is for the student to begin to become familiarized with the full range of responsibilities held by a public school classroom teacher. This is achieved by spending a minimum of 120 hours in a classroom with a designated cooperating teacher while taking a corresponding course (Seminar I). By the end of the 120 hours, the student should have a clear understanding of the daily routines of the cooperating teacher both inside and outside the classroom, a good sense of the school as a community, and the roles of other professionals in the school. This understanding should be based on hands-on participation in the classroom as well as on observation and inquiry. The focus of the accompanying Seminar I is on organizing the classroom for student learning. Discussion and reflection during the seminar will maximize the student's classroom experience. In addition, the fieldwork experience should help the student gain an understanding of the operation of the school as a whole. Last but certainly not least, the student should observe and work with P-12 students in order to gain insight into pupil behavior. Ultimately, the Clinical I fieldwork experience should help prepare the student to become a successful student teacher in that same classroom in the subsequent semester.

The Structure of Time Spent at the School

It is incumbent on the student to make initial contact with his/her school and cooperating teacher. This should occur within a week of receiving placement notification from the Center of Pedagogy Fieldwork Department. Ideally, the student and cooperating teacher will meet prior to the start of the semester to plan out a schedule for the semester. If this is not possible, then a phone conversation should take place instead. Students must be in the school 2 full days each week and must spend a minimum of 120 hours total in the school over a minimum of ten weeks. Students are required to spend the majority of their in-school time in their home classroom and a portion of their time with other professionals in the school. Twelve hours will be spent at another grade level and 12 hours will be spent with a school professional, such as the Resource Room teacher, ESL teacher, etc. Once a schedule has been established, the student is expected to adhere to the agreed upon schedule and should notify the cooperating teacher of any emergency that will prevent him/her from fulfilling his/her obligations.

Assessment/Preparing for Clinical Experience II

Based upon successful completion of Clinical Experience I, students are typically assigned to the same school for Clinical Experience II (student teaching). This structure provides students with a deeper connection to a school and a richer understanding of school and classroom dynamics. School personnel also often benefit from this structure because it provides an opportunity to identify and nurture potential teachers for the school system. However, accepting a student for Clinical Experience I does not obligate the district to accept him/her for Clinical Experience II.

At the end of Clinical Experience I, the cooperating teacher will complete an Assessment of Student Performance form, as shown on the next page. Students must submit this form to their Seminar I instructor on or before the final day of Seminar I class. The Seminar I instructor assigns a grade for Clinical I primarily based on the Assessment of Student Performance form and completed Clinical I timeline, which is provided to students at the start of the course. If there is any discrepancy between the student's Seminar I grade and the Clinical I grade, the Seminar instructor will consult with the cooperating teacher before assigning a grade. Students who do not submit the Assessment of Student Performance form to the Seminar I instructor will not receive a grade for Clinical Experience I and will not be permitted to proceed to Clinical Experience II.

CLINICAL EXPERIENCE I

Rubric: Assessment of Student Performance (ECEL 412/410, 413/411, 502/510)

Notes in bold and italics indicate that criteria align with MSU's Portrait of a Teacher / Standards for Teacher Candidates.

PROFESSIONALISM			
Criteria	Does not meet Expectations (1) (2)	Meets Expectations (3) (4)	Exceeds Expectations (5)
1a. Maintains a professional appearance.	Demonstrates little sense of professional demeanor in a school setting (skirts too short, hair in face)	Daily dress and appearance are appropriate to school setting.	Dress and appearance heighten one's professional demeanor. One's physical appearance matches the tasks to be done.
1b. Displays enthusiasm, full engagement, spirit of cooperation. <i>MSU 8c</i>	Demonstrates little affect and energy during interactions with children and adults. Difficulty cooperating with colleagues due to shyness or disinterest.	Generally enthusiastic regardless of the nature of the task. Receptive to others' suggestions. Works easily with other adults.	Enthusiastic and fully engages with all dimensions of the classroom. Builds on others' suggestions. Works easily with other adults and adapts to different working styles.
1c. Demonstrates self-direction, initiative, and flexibility	Requires guidance to take initiative. Does not seek out information and fails to question observations. Unable to change course easily, adjust to others' needs.	Seeks out information, questions classroom procedures, offers new ideas, and takes initiative to follow through on them without direction. Adjusts to needs of children and other adults.	Thoughtfully seeks out needed information, asks probing questions , initiates new ideas in a timely manner, and intuitively adjusts to the needs of children and other adults.
1d. Utilizes effective communication skills (articulation, word use, voice quality, listening, written expression). <i>MSU 11</i>	Uses inappropriate grammar; mispronounces or misuses words (written or spoken). Speaks too softly or too loudly, doesn't use voice as an instrument, etc. Difficulty listening to or interpreting others' communications.	Usually displays effective and appropriate communication skills in speaking, listening, and/or writing. May struggle with grammar when writing extemporaneously or not listen carefully to others.	Articulation, word use, pronunciation, grammar, and expression are models of spoken and written language . Uses voice as a tool, and listens thoughtfully to others.
1e. Demonstrates responsive and caring relationships with children and adults. <i>MSU 8c</i>	Demonstrates limited responsive and caring gestures toward children and/or adults. Seems detached from others.	Demonstrates warm, caring gestures toward children and adults. Body language, as well as words, show caring disposition. Responsive to the needs of children and adults.	Seeks out opportunities to develop and nurture caring relationships with children and adults. Thoughtfully and consistently responsive to the needs of children and adults.
PREPARATION FOR TEACHING			
Criteria	Does not meet Expectations (1) (2)	Meets Expectations (3) (4)	Exceeds Expectations (5)
2a. Demonstrates initiative to become a member of the school community. <i>MSU 10</i>	Remains within a 'safe' zone of comfort. Few efforts are made to reach out to other school members beyond the classroom.	Seeks opportunities to become member of the school community (i.e. interacts with office personnel, attends school functions, engages with others at faculty meetings, etc).	Actively seeks out and finds varied opportunities to become a member of the school community. Builds relationships with a range of community members , including teachers, parents, specialists, children, principal, etc.
2b. Reviews and becomes familiar with school and classroom materials and procedures. <i>MSU 8b</i>	Little time devoted to investigating materials pertaining to curriculum and school policy.	Seeks out materials to review pertaining to curriculum and school policy. Examines curriculum guides, teacher materials, supply closets, policy manual and PTA handbook.	Examines, investigates, and questions materials pertaining to curriculum and school policy. Engages school members in dialogue about existing policies and procedures.

INTERACTIONS WITH STUDENTS					
Criteria	Does not meet Expectations (1) (2)		Meets Expectations (3) (4)		Exceeds Expectations (5)
3a. Takes initiative and engages with individuals and small groups of children	Observes individual and small groups, but has difficulty interacting with them. Requires direction before engaging with groups of students.		Actively assists students; answers questions, stimulates conversations, reads stories, guides discussions, manages group behaviors.		Engages with students in all types of academic and social situations. Intervenes in difficult interactions to facilitate resolution.
3b. Respects individual and cultural differences. <i>MSU 12b</i>	Little evidence that student seeks out information to support varied cultures, and learning styles within the classroom and the school		Demonstrates knowledge of different cultures and learning styles. Interactions with students and colleagues are respectful.		Uses knowledge and awareness of different cultures and learning styles to enhance each child's experience in the classroom and the school.
3c. Interactions with students are informed by understanding of child development and developmentally appropriate practice. <i>MSU 2</i>	Interactions with children do not reflect an understanding of development. Expects five year olds to sit and listen for 45 minutes, four year olds to 'know' the alphabet, 10 year olds to keep their hands still.		Plans activities that are developmentally appropriate in terms of timing, pacing, subject matter, and connection to children's lives. Appropriately assists children in managing their behaviors. Demands on children are sensitive to developmental needs.		Uses knowledge of development and developmentally appropriate practices to enhance and stimulate children's learning. Thoughtfully strives to find the balance between developmental needs, motivation, and learning.
3d. Contributes to a classroom community that fosters respectful behaviors. <i>MSU 6, 8a, 8b</i>	Does not always model respectful behavior and fails to acknowledge those behaviors in students. May interact with a favorite student most of the time; respond inappropriately to a child's loss of control.		Demonstrates respect through a deep knowledge of each student, models behaviors based on fairness and caring, and acknowledges and encourages respectful behavior by students.		Uses knowledge of each child to reflect a deep respect for child's strengths, background, language, etc. Manages classroom behaviors so that all students feel valued and value each other. Confronts and dissipates disrespectful behavior.
TEACHING FOR STUDENT LEARNING					
Criteria	Does not meet Expectations (1) (2)		Meets Expectations (3) (4)		Exceeds Expectations (5)
4a. Reflects on teaching/learning process with the cooperating teacher. <i>MSU 1a, 1b, 4b, 9, 12h</i>	Spends limited time engaging in conversations with CT regarding lessons, instructional strategies, or pedagogy as they relate to students.		Engages in conversation; asks questions, attempts to clarify what has been successful and effective. There is some evidence that reflection on one lesson is used to plan future lessons.		Engages in ongoing conversation with CT regarding children's learning, asks thoughtful and probing questions based on observed evidence , uses outcome of one lesson to develop the next Articulates characteristics of the teaching/learning process.
4b. Plans and organizes lessons that use instructional time effectively. <i>MSU 4a</i>	Plans/organizes lessons that are too long/too short, poorly paced, or developmentally inappropriate for age level. (i.e. Kdg. – long lecture with no hands-on activities or movement).		Plans and organizes lessons and activities that effectively utilize allotted time. Materials are prepared in advance and easily accessible. Lesson is well paced and engages most students.		Utilizes time effectively, engages all children, materials are prepared and accessible, careful planning of physical space and needs, adjusts the lesson as necessary to respond to the needs of students.
4c. Effectively implements 2 lessons. <i>MSU 1, 4a, 4b, 7</i>	Unable to effectively implement 2 lessons – planning is not adequate, unable to manage group of children, subject or practice is not appropriate.		Implements 2 lessons that are well planned, well timed, appropriately paced. Both lessons engage most of the children and outcomes are positive.		Implements 2 lessons that have been thoughtfully planned to connect with and engage all children in the class. Instructional strategies, subject matter, and pedagogy are clearly suited to children



MONTCLAIR STATE
UNIVERSITY

Department of Early Childhood, Elementary, and Literacy Education
Clinical Experience I

ASSESSMENT OF STUDENT PERFORMANCE

Student name: _____ CWID: _____ Semester: Fall ___ Spring ___

District: _____ School: _____ Year: _____

Dear Cooperating Teacher,

This semester of fieldwork is the first of 2 clinical experiences. This semester your early childhood/elementary education teacher candidate will spend 12 hours a week in your school over a minimum of 10 weeks. The department has suggested a format that allows a student significant time in his/her primary classroom, as well as time with specialists in the school. An assessment of the student's performance in the field will be helpful to the student and the MSU Seminar Instructor. Please complete this form and discuss it with your Clinical I student. It is to be returned by the student to the Seminar I instructor before the end of the current semester. If you answer "no" for question 6 or 7, please contact the Center of Pedagogy at 973-655-7802.

For each item below, please circle the appropriate rating using the following scale and the Assessment of Student Performance Rubric:

1 unsatisfactory	2 needs improvement	3 acceptable	4 good	5 outstanding
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	1	2	3	4	5
<u>1. Professionalism</u>					
a. Maintains a professional appearance.	1	2	3	4	5
b. Displays enthusiasm, spirit of cooperation.	1	2	3	4	5
c. Demonstrates self-direction, initiative, flexibility.	1	2	3	4	5
d. Utilizes effective communication skills (articulation, language, voice quality, listening, written expression).	1	2	3	4	5
e. Demonstrates responsive and caring relationships with children and adults.	1	2	3	4	5
<u>2. Preparation for Teaching</u>					
a. Demonstrates initiative to become a member of the school community and to build relationships with school colleagues and families.	1	2	3	4	5
b. Reviews and becomes familiar with school and classroom materials and procedures.	1	2	3	4	5
<u>3. Interactions with Students</u>					
a. Takes initiative & engages in various activities with individual/small groups of children	1	2	3	4	5
b. Respects individual and cultural differences.	1	2	3	4	5
c. Interactions with students are informed by understanding of child development and developmentally appropriate practice.	1	2	3	4	5
d. Contributes to a classroom community that fosters respectful behaviors.	1	2	3	4	5
<u>4. Teaching for Student Learning</u>					
a. Reflects on teaching/learning process with cooperating teacher.	1	2	3	4	5
b. Plans and organizes lessons that use instructional time effectively.	1	2	3	4	5
c. Effectively implements a minimum of two lessons during the semester.	1	2	3	4	5
d. Promotes critical thinking.	1	2	3	4	5
e. Demonstrates effective classroom management techniques.	1	2	3	4	5
<u>5. Dispositions Toward Students</u>					
a. Believes in the educability of all students.	1	2	3	4	5
b. Believes that all students bring talents and strengths to learning.	1	2	3	4	5
c. Believes that students' strengths are basis for growth; errors are opportunities for learning.	1	2	3	4	5

6. Did the student spend the required minimum 120 hours in the field? ___ Yes ___ No (If no, please contact us.)

7. Does this student demonstrate personal and professional qualities that indicate his/her readiness for the student teaching experience? ___ Yes ___ No (If no, please contact us.)

Cooperating Teacher: _____ Signature: _____ Date: _____

Center of Pedagogy Fieldwork Department • University Hall 1180 • 973-655-4262 • 1 Normal Avenue • Montclair, NJ 07043

STUDENT TEACHING/CLINICAL II OVERVIEW: THE PROFESSIONAL SEMESTER

Student teaching and Clinical Experience II are commonly referred to as the Professional Semester. During this semester, the student teacher engages in a number of professional activities as a full-time intern. The following pages provide detailed information regarding the what, when, and how of these activities. This section also provides an overview of the responsibilities of the cooperating teacher and the mentor.

The Professional Activities of the Student Teacher

- **Teaching:** The student teacher should focus on planning, implementing, and evaluating instructional activities. He/she should also take time to observe the cooperating teacher, other teachers, and other student teachers. **Subject area certification candidates** should teach no more than two classes by the end of the fourth week and three classes by the end of the sixth week. It is recommended that the total teaching load be 3 classes (3 to 3 1/2 hours) per day and that the student teacher be responsible for no more than two separate subject preparations. The subject area student teacher is expected to be in school full time every day regardless of the schedule of the cooperating teacher. **Early Childhood, Elementary, and Dual Certification (general ed/special ed) candidates** should follow the Student Teacher Timeline. ECEL students are encouraged to take on as many teaching responsibilities as possible during and outside of class time. ECEL students are expected to take leadership in planning, implementing, and assessing an integrated unit with the cooperating teacher and should take the lead on all teaching responsibilities for approximately two weeks. The P-3/K-5/dual certification student teacher is expected to be in school full time 4 ½ days a week regardless of the schedule of the cooperating teacher.
- **Tutorial/Remedial Activities:** This may include helping students with class work, homework, or remedial/advanced work as indicated by the cooperating teacher. Serving as lab assistant is also a valuable experience.
- **Clerical Activities:** This may include filing materials, typing, and duplicating and updating records.
- **Supervision of Students:** Schools may assign student teachers cafeteria and hall duty and supervision of homerooms if accompanied by a certified teacher.
- **Related Professional Activities:** These include attending faculty meetings, parent conferences, and parent meetings and participating in various departmental functions and appropriate professional development.

GETTING STARTED: BEFORE AND DURING THE FIRST WEEK

The time before and during the first week of the Professional Semester experience should help the prospective teacher become oriented to the teaching environment. During this time the student teacher should:

1. Learn about general rules and policies of the school and the reasons for these regulations. S/he should become familiar with school procedures concerning safety regulations, fire and security drills, hall or playground supervision, cafeteria schedules, and other routines of the school.
2. Learn the routines of the classroom. Find out where supplies are stored, how attendance is kept, what general housekeeping rules exist, and how/when technology is integrated into class time.
3. Become acquainted with the students in his/her classes. Learn their names and begin to know them as individuals. A seating chart, provided by the mentor teacher in order to help the student teacher identify the names and faces of his or her students, is helpful. If none is available, the student teacher should make one. The student teacher should discuss the background and abilities of the pupils with his/her cooperating teacher.
4. Begin to become familiar with student records. The student teacher must remember that these records are confidential. Therefore, they must be used in a professional manner.

The Roles and Responsibilities of the Student Teacher

In order to ensure a successful student teaching experience for all involved, student teachers are required to:

- Display enthusiasm and interest in the Professional Semester experience as well as in his/her students. Such enthusiasm and commitment should be evident in the thorough and imaginative preparation for each assigned class.
- Come equipped with an adequate knowledge of basic subject matter, human growth and development, teaching techniques, and procedures.
- Submit plans to the cooperating teacher well in advance for each lesson to be taught and engage in weekly planning sessions with the cooperating teacher to discuss short- and long-range teaching goals and objectives.
- Develop a pattern of personal and professional growth through constant and reflective self-appraisal and acceptance of constructive criticism.
- Show initiative by attempting alternate teaching techniques in an effort to discover and develop a style of teaching suited to him/herself.
- Show evidence, by the end of the Professional Semester experience, of acceptable competence in such areas as teaching skills, classroom management, strategies of instruction, and interpersonal relations.
- Continually relate the actual teaching experience to theories of child development and learning.
- Display a professional and ethical attitude in terms of safeguarding confidential information about children, refraining from unprofessional remarks about colleagues, and observing basic rules of courtesy toward school administrators, teachers, pupils and community.
- Complete promptly all assignments required by the supervisors and the University. This includes careful study of the material in this Handbook, early conferencing with the mentor teacher prior to the Professional Semester experience, preparation of plans, and other work basic to classroom teaching as required by supervisors and the mentor teacher. Mailing or delivering to University supervisors complete schedules is a requirement. Informing them of changes in teaching schedules is essential.
- Comply with all school regulations to which regular teachers are expected to conform, including daily attendance – as well attendance at regular after school meetings of the school and teaching department – and contribution to other student and faculty activities.
- Demonstrate patterns of conduct and dress that are generally in keeping with the accepted standards of the school community (e.g., women should not show midriff or wear low-cut tops, men should not wear baseball caps).

5. A gradual assumption of teaching duties should begin with the student teacher serving as the cooperating teacher's assistant. Some team teaching, with the mentor teacher gradually assuming less responsibility in the classroom, is suggested. Individual and small group instruction is recommended.
6. Study the cooperating teacher's lesson plans (and the school's curriculum guide) and begin developing long-range goals for the Professional Semester experience. Initially, the student teacher may wish to follow the cooperating teacher's lesson plans or his/her own lesson plans under the supervision of the cooperating teacher. Lesson plans must be made available to the cooperating teacher prior to teaching the class.
7. A significant portion of non-teaching time during the Professional Semester experience should be spent in observing the cooperating teacher, other teachers in the department (as well as in other departments), and other student teachers. When possible, the student teacher should spend at least one period a day observing. The purpose of such observations is for the student teacher to become more familiar with the teaching behavior and activities in the following critical areas: Planning, organization, and evaluation; Teaching strategies; Classroom management/control; Teacher attitude toward children/subject matter; Verbal and non-verbal interaction. Also, observations should be done in special areas (speech pathology, guidance, special education, student activities, etc.).

Cooperating Teacher Roles and Responsibilities

Since the cooperating teacher is the professional who models effective teaching daily, the University and the student teacher rely on him/her to play the central role in the professional development of the student teacher while also serving as an observer, guide, and evaluator. The cooperating teacher is required to:

- Serve as the principal professional mentor and source of daily professional support for the student teacher. In this role, the cooperating teacher teaches more than evaluates, helps more than judges, and listens as well as guides.
- Orient the student teacher to school and classroom procedures and routines.
- Ensure that a certified teacher is in close classroom vicinity at all times, as per New Jersey state law.
- Conduct at least 3 formal observations, each accompanied by pre- and post-observation conferences.
- Complete Progress Reports for each formal observation that help diagnose the professional needs of the student teacher.
- Conduct weekly planning sessions and regular informal sessions to assess progress and project goals.
- Encourage the student teacher to develop self-direction in planning, understanding students, acquiring a variety of teaching techniques, utilizing a variety of instructional materials, and disciplinary practices.
- Conference at least once with each University mentor. This should be done with the student teacher and may be part of the mentor's pre or post-observation conference.
- Serve as a sounding board for reflection by the student teacher.
- Inform the Center of Pedagogy Fieldwork Department of any concerns about/on behalf of the student teacher in a timely manner. Early Childhood/Elementary teachers may also wish to contact the ECELE department.
- Call in or email the final grade to the Center of Pedagogy Fieldwork Department by the due date provided in the Cooperating Teacher Packet. Letter grades of A, A-, B+, B, B-, C+, C, C-, D, or F may be submitted.
- Submit the Summarized Record of Student Teaching form to the Center of Pedagogy Fieldwork Department at the end of the semester. This form must be received before the honorarium payment can be authorized.
- Co-teach whenever possible. This is encouraged for ALL certification areas where appropriate and feasible.
- Schedule a three-way conference with the student teacher and education mentor at least twice during the semester.
- Complete an online survey at the end of the semester.

Mentor Roles and Responsibilities

The Center of Pedagogy Fieldwork Department designates 2 mentors for student teachers in subject area certification programs – one who serves as a general education mentor and one who serves as a subject (content) mentor. The subject mentor is assigned by the student’s major department. Students in Early Childhood or Elementary education have one mentor assigned by their department.

The mentor- student teacher relationship should be mutually active and collaborative. Mentors serve as ambassadors for the University and as a key form of professional support for the student teacher. Mentors are required to:

- Attend all scheduled mentor check-in meetings at the University (usually once a year and/or after student teaching orientations).
- Attend the student teaching orientation to meet and greet assigned mantes.
- Attend a mentoring workshop (at MSU or elsewhere) at least once every 5 years.
- Early Childhood/Elementary: Conduct 6 observations of the student teacher (2 informal, 4 formal).
Subject Areas: Conduct 3 observations of the student teacher.
All visits must be pre-arranged – surprise visits are not permitted.
- Conduct a pre-observation meeting before each official observation.
- Conduct a post-observation meeting after each official observation.
- Electronically submit a copy of each progress report within ONE WEEK of the observation.
- Be available to the student teacher by email and phone as reasonably needed throughout the semester.
- Facilitate at least one 3-way meeting with the cooperating and student teacher (at least 2 for Early Childhood/Elem).
- Verify that the student teacher is writing detailed, high-quality lesson plans for every lesson they teach.
- Review the Progress Reports completed by the subject mentor (if applicable) and cooperating teachers(s).
- Inform the Center of Pedagogy Fieldwork Department of any concerns about/on behalf of the student teacher in a timely manner. This includes attendance concerns.
- Submit the Summarized Record of Student Teaching form online to the Fieldwork Department by the specified due date.
- Complete an online mentor survey at the end of the semester.

For student teachers who are in subject area certification programs, each mentor conducts a minimum of three observations at sufficiently spaced and coordinated time intervals to allow for the student teacher’s growth. Thereby, the student teacher is observed formally six times in all by mentors.

Early Childhood/Elementary students have one mentor who completes two informal and four formal observations. An observation should occur approximately every other week during the semester.

Pre- and post-observation conferences for all student teachers are held in conjunction with all formal observations. It is to each student teacher’s advantage if observations capture him/her teaching different subject matter and interacting with pupils in different ways. Each observation should last approximately 45 minutes.

Building an Effective Student-Cooperating Teacher-Mentor Team

- During the Professional Semester, **student teachers are to attend cooperating schools full-time and follow the district's school calendar.** This includes all holidays and vacation days, regardless of whether or not they are the same as Montclair State's. Students also must attend the Professional Semester classes according to the University's schedule of classes. ECELE students have a half-day on Thursdays (or another day other than Friday as agreed upon with the cooperating teacher).
- **No employment or outside activity should interfere with student teaching.** Outside employment is often too taxing; creative and imaginative preparation often suffers. Student teachers may not take more than 12 credits of course work during student teaching.
- According to the tradition of the University, in compliance with the policies of the cooperating school, **student teachers participate co-equally with teachers in professional responsibilities.** It is hoped that all mentor teachers will regard student teachers as professional colleagues. It is understood, however, that student teachers are principally responsible to, and subject to the direction of their cooperating teacher since, according to the State Department of Education regulations, the cooperating teacher is ultimately the professional in charge.
- **Student teachers are encouraged to make arrangements to visit their assigned school and consult with cooperating teachers prior to the beginning of their Professional Semester.**
- **Planned weekly conference sessions as well as informal talks between cooperating teacher and student teacher are encouraged** to promote healthy supervision.
- **Mentors should be notified in advance if something comes up that interferes with a scheduled mentor observation.** It is the student teacher's responsibility to establish and maintain contact with their mentors.
- **The mentors should be regarded as professional colleagues/advisors available for discussion of problems by both student teachers and cooperating teachers.** They will welcome telephone calls regarding problems that may develop.
- **Mentors seek to insure that a positive relationship is developed between the student teacher and cooperating teacher.** Where a conflict appears to be arising, s/he will help the student teacher to find ways of resolving the problem and adjusting to the situation. Occasionally, it may become apparent that the student teacher is having a severe problem or is in an untenable situation. Based upon the circumstances, the student may be withdrawn from student teaching or reassigned. The cooperating teacher and/or the student teacher should contact the education mentor, subject/content mentor or ECEL program coordinator, and the Center of Pedagogy Fieldwork Department when it becomes apparent to either of them that a major problem is developing.
- **In the event of a teacher strike, student teachers are advised by the university to remain neutral.** Student teachers should never cross a picket line. If it appears that a strike may be prolonged, efforts will be made to find a placement in another district.
- **Student teachers cannot be assigned as substitutes for pay during the Professional Semester.** The entire Professional Semester is an unpaid experience as mandated by State law.
- **The Professional Semester may be terminated for one of the following:** mutual agreement because of illness or an emergency, or failure of the student teacher to perform in a satisfactory manner as evaluated by the cooperating teacher and University mentors, and as approved by the Director of the Center of Pedagogy. Termination may be appealed by writing to the Center of Pedagogy Director.
- **Student teachers are expected to be in attendance for the entire school day (as scheduled) regardless of the teaching schedule of their cooperating teacher(s).** In addition to meetings and school conferences, student teachers are encouraged to participate in co-curricular activities. If a student teacher must be absent due to illness or any other legitimate reason, the cooperating teacher and the Fieldwork Department must be notified prior to the beginning of the school day. If an observation has been arranged, it is the responsibility of the student teacher to inform the mentor of his/her absence.

LEGAL ISSUES AND PROFESSIONAL ETHICS

Legal Protection of the Student Teacher

The student teacher, during his/her Professional Semester, is legally protected by New Jersey Statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher:

18A:16-6. **Indemnity of officers and employees against action, proceeding; exceptions.** Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom. L.1967, c.271; amended 1977, c.216; 2001, c.178, s.2.

School/District Procedures

The student teacher should ask the cooperating teacher to review the school's Teachers' Handbook. Becoming informed about the procedures regarding fire drills, emergencies, affirmative action, and reporting child and substance abuse is part of a teacher's job. The description of student teaching in this manual is a guide for a student teacher while in the host school. However, in addition, s/he is expected to adhere to school policy and appropriate provisions in the Teachers' Handbook, as well as in the local teachers' contract. If unsure of how to react to a particular situation, the student teacher should contact the Center of Pedagogy Fieldwork Department immediately.

Professional Ethics

As a prospective teacher in a democratic society, the student teacher has an ethical responsibility to the profession. As a representative of the Teacher Education Program, he/she is a reflection of Montclair State University. It is expected that the student teacher will conduct himself/herself ethically, upholding the standards of the profession. Likewise, he/she should be accorded the regard associated with being a professional. If there are questions related to professional ethics, the Fieldwork Department should be contacted.

Child Abuse

The New Jersey Code 6:29-92 requires that "school personnel who have reasonable cause to believe that a child has been subjected to child abuse.....shall immediately report to DYFS." As a field experience student or student teacher, you are considered to be a part of the "school personnel." In such instances, however, it is advisable to contact your cooperating teacher or a school administrator as soon as possible.

Untoward Incidents

Any situation or incident where legal action is possible, and you are involved in or witness the action, should be reported to the Fieldwork Department within 24 hours of the occurrence.

Criminal History Review

New Jersey law requires that all public school employees complete a criminal history background check. Although student teachers are not required by state regulation to undergo this process, increasingly school districts across the state (inc. our partner districts) have begun to require that you complete a criminal background check and/or acquire a substitute license. Consequently the Center of Pedagogy has a substitute license policy, outlined in Resource I, page 68.

While students cannot be required to disclose a criminal history to the University, the Center of Pedagogy strongly urges students who have a criminal history to consult with the Center of Pedagogy Assistant Director as soon as possible to determine his/her options so that the student does not proceed through the Teacher Education Program only to learn that s/he will not be able to complete the fieldwork semesters or become certified in the state of New Jersey. For example, some records may be expunged, while other records may not be considered serious enough to present a concern to a district or to the state certification office.

STUDENT TEACHING EVALUATION

Overview

Student teachers are evaluated throughout the student teaching semester by their cooperating teacher(s) and mentor(s). Two kinds of online assessment forms are used: the Progress Report form and the Summarized Record of Student Teaching form. Both assessment forms contain indicators based on a comprehensive scoring rubric that in turn is based on *The Portrait of a Teacher* and Montclair State University's Standards for Initial Teacher Programs. Student teachers receive 6 Progress Reports during the semester in total from their mentor(s) and 3 Progress Reports from their cooperating teacher. At the end of the semester the student teacher receives a Summarized Record of Student Teaching from each cooperating teacher and mentor. This final assessment looks almost identical to the Progress Report form except for the addition of a space where the evaluator provides a letter grade for the experience. This is the official cumulative assessment for the semester and as such is used to determine whether or not the student teacher has successfully completed student teaching.

The following pages contain samples of the actual Progress Report and Summarized Record of Student Teaching assessments, which are completed online, as well as the rubrics that are used to complete each of the forms. Below are some helpful facts to know about the student teaching evaluation process.

Student Teaching Evaluation FAQs

How many Progress Reports should mentors complete?

Early Childhood/Elementary students have one mentor who submits 6 Progress Reports online. Subject area students have 2 mentors who each complete 3 Progress Reports online.

How many Progress Reports should cooperating teachers complete?

Early Childhood/Elementary students and most subject area students have one cooperating teacher, who completes 3 Progress Reports online. Some subject area students (e.g., Physical Education, Art, Music) have two cooperating teachers, who should each complete 2 Progress Reports online.

Who oversees the evaluation process?

The student teaching evaluation process is overseen by the Center of Pedagogy.

How is the final grade for student teaching determined?

The letter grades from the cooperating teacher(s) and mentor(s) are averaged to determine the final letter grade that the student will receive for student teaching. The grade itself is issued by the Assistant Director of the Center of Pedagogy.

Who do I go to if I have a question or concern about a student teaching grade?

Questions or concerns about grades should be directed to the Assistant Director of the Center of Pedagogy.

Do all certification areas have the same assessment forms?

No. The scoring rubrics, and hence the indicators on the Progress Report and Summarized Record of Student Teaching forms are slightly different for Early Childhood/Elementary Education, subject area, and SLP students.

What happens to online Progress Reports and Summarized Record of Student Teaching records after the semester?

Paper copies of all Progress Reports and the Summarized Record of Student Teaching are kept in a student's file for 5 years and then archived.

Reporting Grades On-Time

Final grades must be reported online to the Center of Pedagogy by mentors and cooperating teachers at least one week prior to the last day of student teaching. Up-to-date details about reporting grades are provided each semester to mentors and cooperating teachers. It is imperative that the Center of Pedagogy receive grades in a timely manner, as late grades can delay students' certification and cause red tape regarding graduation.

STUDENT TEACHING PROGRESS REPORT & SUMMARIZED RECORD OF STUDENT TEACHING: SUBJECT AREAS

(Revised 8/25/03)

Below are the criteria used to assess student teaching progress. These assessment tools are completed online by the University-appointed cooperating teacher(s), education mentor, and subject mentor.

Overview

1. **PLANNING FOR STUDENT LEARNING**
 - a. Stating clear and meaningful learning goals/objectives
 - b. Organizing subject matter for student learning
 - c. Designing creative and appropriate learning activities and materials
2. **TEACHING FOR STUDENT LEARNING**
 - a. Making content comprehensible to students
 - b. Monitoring understanding, providing feedback, and adapting activities
 - c. Using media and other technology in appropriate ways
 - d. Promoting critical thinking
 - e. Using democratic practices: respect for child's culture and language
3. **ASSESSING STUDENT LEARNING**
 - a. Recording and using assessment results to inform instruction
4. **CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**
 - a. Establishing and maintaining appropriate standards of classroom behavior
 - b. Providing a safe physical environment conducive to learning
 - c. Using instructional time effectively
5. **PROFESSIONALISM**
 - a. Expressing ideas clearly and personal attributes
 - b. Communicating with others to support student learning
 - c. Reflecting on instructional efforts

Rating System and Rubric

Students are rated on a scale of 1 to 5 for each criterion as follows:

Does not meet expectations (1) (2)	Meets expectations (3) (4)	Exceeds expectations (5)
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PLANNING FOR STUDENT LEARNING

Criteria 1a: Stating clear and meaningful learning goals/objectives

Description for a rating of 1 or 2:

Lesson plan lacks clear and meaningful learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:

Lesson plan includes mostly clear and meaningful learning goals/objectives that are appropriate for the students. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:

Lesson plan consistently includes clear and meaningful learning goals/objectives that are appropriate for the students and are appropriately aligned with the NJ Core Curriculum Content Standards. The student teacher provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criteria 1b: Organizing subject matter for student learning

Description for a rating of 1 or 2:

Student teacher is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:

Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter.

Description for a rating of 5:

Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons and how this content fits within the structure of the discipline. The planned content reflects an in-depth understanding of the subject matter.

Criteria 1c: Designing creative and appropriate learning activities and materials

Description for a rating of 1 or 2:

Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:

Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:

Planned activities advance all of the identified learning goals/objectives and take into account students' background knowledge and experiences; they are varied, creative, and developmentally appropriate to the students. They consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

TEACHING FOR STUDENT LEARNING

Criteria 2a: Making content comprehensible to students

Description for a rating of 1 or 2:

Student teacher makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. He/she does not communicate content clearly. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:

Student teacher makes efforts to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.

Description for a rating of 5:

Student teacher routinely activates and builds on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). He/she communicates content clearly through the use of varied strategies such as visual and auditory representations, advanced organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criteria 2b: Monitoring understanding, providing feedback, and adapting activities**Description for a rating of 1 or 2:**

Student teacher does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. He/she gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:

Student teacher monitors students' understanding of the content through most of the lesson and gives them feedback. He/she attempts to make instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Student teacher monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback. He/she makes appropriate instructional adjustments when necessary. He/she accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criteria 2c: Using media and other technology in appropriate ways**Description for a rating of 1 or 2:**

Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:

Use of media or other technology is not applicable to this lesson, or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:

Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.

Criteria 2d: Promoting critical thinking**Description for a rating of 1 or 2:**

Student teacher does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:

Student teacher encourages students to think critically, independently, and/or creatively in the context of the content being studied. He/she raises problems and questions which require resolution.

Description for a rating of 5:

Critical thinking is integral to the entire lesson. Student teacher encourages students to think critically, independently, and creatively in the context of the content being studied. He/she raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criteria 2e: Using democratic practices**Description for a rating of 1 or 2:**

Student teacher does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. He/she makes little or no effort to render content comprehensible to all students and to help each feel valued.

Description for a rating of 3 or 4:

Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. He/she strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. He/she shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. He/she consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each feel valued.

ASSESSING STUDENT LEARNING

Criteria 3a: Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:

Student teacher does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning for instructional modification.

Description for a rating of 3 or 4:

Student teacher keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:

Student teacher keeps clear and up-to-date records of student learning and can provide evidence of student growth. He/she continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING

Criteria 4a: Establishing and maintaining appropriate standards of classroom behavior

Description for a rating of 1 or 2:

Student teacher makes few or no attempts to respond to disruptive behavior, or his/her response is inadequate and/or does not demonstrate respect for the students. Students are not held accountable for their behavior.

Description for a rating of 3 or 4:

Most students appear to understand the standards of classroom behavior. The lesson flows smoothly, or the student teacher generally responds to disruptive behavior in ways that demonstrate respect for the students. However, his/her responses may reflect some inconsistency. For the most part, students are held accountable for their behavior.

Description for a rating of 5:

Students appear to understand the standards of classroom behavior. The lesson flows smoothly, or student teacher responds to disruptive behavior in ways that are consistent and that demonstrate respect for students. Students are held consistently accountable for their behavior.

Criteria 4b: Providing a safe physical environment conducive to learning

Description for a rating of 1 or 2:

Student teacher permits the physical environment to be unsafe or to interfere with student learning.

Description for a rating of 3 or 4:

Student teacher creates a physical environment that is safe and does not interfere with learning.

Description for a rating of 5:

Student teacher creates a physical environment that is safe and uses it as a resource to facilitate and encourage learning for all students.

Criteria 4c: Using instructional time effectively

Description for a rating of 1 or 2:

During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:

During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is appropriately paced for most of the students.

Description for a rating of 5:

During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is appropriately paced for all students.

PROFESSIONALISM

Criteria 5a: Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:

Student teacher is unable to express ideas and concepts clearly in writing and/or speaking. He/she lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:

Student teacher expresses ideas and concepts clearly both in writing and speaking. He/she has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:

Student teacher has exceptional writing and/or speaking abilities. He/she can clearly articulate positions regarding teaching and learning. He/she also has very good voice quality and personal appearance appropriate to teaching environment.

Criteria 5b: Communicating with others to support student learning

Description for a rating of 1 or 2:

Student teacher communicates rarely if ever with teachers, administrators, or other school personnel, students' families, and/or community members to support student learning and well-being.

Description for a rating of 3 or 4:

Student teacher communicates with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well-being.

Description for a rating of 5:

Student teacher actively seeks out resources and communicates regularly with teachers, administrators, other school personnel, students' families, and community members to support student learning and well-being.

Criteria 5c: Reflecting on instructional efforts

Description for a rating of 1 or 2:

Student teacher cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:

Student teacher identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:

Student teacher identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.

STUDENT TEACHING PROGRESS REPORT & SUMMARIZED RECORD OF STUDENT TEACHING: EARLY CHILDHOOD & ELEMENTARY EDUCATION

(Revised 8/25/03)

Below are the criteria used to assess student teaching progress. These assessment tools are completed online by the University-appointed cooperating teacher and education mentor.

Overview

1. **PLANNING FOR STUDENT LEARNING**
 - a. Stating clear, meaningful, and dev. appropriate learning goals/objectives
 - b. Organizing subject matter for student learning
 - c. Creative and dev. appropriate learning activities and materials
 - d. Adaptations based on observation & assessment of children’s strengths and needs
 - e. Content related to children’s interests and communities

2. **TEACHING FOR STUDENT LEARNING**
 - a. Making content in each discipline comprehensible to students
 - b. Monitoring understanding, providing feedback, and adapting activities
 - c. Using media and other technology in appropriate ways
 - d. Promoting critical thinking
 - e. Using democratic practices
 - f. Using range of teaching strategies based on understanding of child development
 - g. Making curriculum meaningful to all children

3. **ASSESSING STUDENT LEARNING**
 - a. Recording and using assessment results to inform instruction:
 - b. Using a range of assessment tools to document student strengths

4. **CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**
 - a. Establishing a classroom community that fosters respectful behaviors
 - b. Providing a safe physical environment conducive to learning
 - c. Using instructional time effectively
 - d. Creating responsive and caring relationships with children and adults

5. **PROFESSIONALISM**
 - a. Expressing ideas clearly and personal attributes
 - b. Communicating with others to support student learning
 - c. Reflecting on instructional efforts

Rating System and Rubric

Students are rated on a scale of 1 to 5 for each criterion as follows:

Does not meet expectations	Meets expectations	Exceeds expectations
(1) (2)	(3) (4)	(5)

PLANNING FOR STUDENT LEARNING

Criteria 1a: Stating clear, meaningful, and developmentally appropriate learning goals/objectives

Description for a rating of 1 or 2:

Lesson plan lacks clear, meaningful, and developmentally appropriate learning goals/objectives or those included are inappropriate for the students. Goals/objectives tend to be written as student or teacher activities. Identified goals/objectives are not consistently aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 3 or 4:

Lesson plan includes mostly clear, meaningful, and developmentally appropriate learning goals/objectives. Identified goals/objectives are appropriately aligned with the NJ Core Curriculum Content Standards.

Description for a rating of 5:

Lesson plan consistently includes clear, meaningful, and developmentally appropriate learning goals/objectives that are aligned with the NJ Core Curriculum Content Standards. The student teacher provides a well thought out explanation of why the identified goal/objectives are appropriate for the students.

Criteria 1b Organizing subject matter for student learning

Description for a rating of 1 or 2:

Student teacher is unable to explain how the target lesson relates to the content of previous or future lessons, or the explanation given is illogical or inaccurate. The planned content shows important errors or uneven understanding of the subject matter.

Description for a rating of 3 or 4:

Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons. The planned content shows an understanding of the subject matter and the interests of children.

Description for a rating of 5:

Student teacher accurately explains how the content of the lesson relates to the content of previous or future lessons, how content relates to children's interests and strengths, and how this content fits within the structure of the curriculum. The planned content reflects an in-depth understanding of the subject.

Criteria 1c Designing creative and developmentally appropriate learning activities and materials

Description for a rating of 1 or 2:

Planned activities do not advance the identified learning goals/objectives or fail to take into account students' background knowledge and experiences. No accommodations are made for students with special needs (e.g., students with disabilities and English language learners (ELLs)) or planned accommodations are inappropriate. Materials are mostly culturally irrelevant to the students. The lesson has organizational problems that make it difficult to implement.

Description for a rating of 3 or 4:

Planned activities advance most of the identified learning goals/objectives and take into account students' background knowledge and experiences. Activities are developmentally appropriate to the students. Activities offer some appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to most students. The lesson is well organized and well paced from introductory to closing activities, although some sequencing problems may be evident.

Description for a rating of 5:

Planned activities advance all of the identified learning goals/objectives, take into account students' background knowledge and experiences, and are varied, creative, and developmentally appropriate. Activities consistently provide appropriate accommodations for students with special needs (e.g., students with disabilities and ELLs). Materials are culturally relevant to the students. The lesson is well organized and well paced from introductory to closing activities.

Criteria 1d Adaptations to curriculum are based on observation and assessment of children's cognitive, social, emotional, physical or linguistic strengths and needs

Description for a rating of 1 or 2:

There is little evidence that student teacher has based curricular adaptations on observation and assessment of children's strengths and needs. Student teacher cannot clearly articulate why certain accommodations have been made.

Description for a rating of 3 or 4:

There is some evidence that student teacher has based curricular adaptations on observation and assessment of children's strengths and needs. Student teacher can articulate why adaptations have been made for some children.

Description for a rating of 5:

There is clear evidence that adaptations to curriculum are based on observation and assessment of individual children. Student teacher can articulate clearly and accurately how previously collected data informed her/his curricular decisions.

Criteria 1e Relating content to children's interests and communities

Description for a rating of 1 or 2:

Content is not connected to children's interests or communities or student teacher is not able to help children make connections to the content.

Description for a rating of 3 or 4:

Content is somewhat connected to children's interests and communities and Student teacher is able to help children make connections to the content.

Description for a rating of 5:

Content is clearly related to children's interests and communities, and student teacher is able to support children in making clear connections between content and their interests and communities.

TEACHING FOR STUDENT LEARNING

Criteria 2a. Making content in each discipline comprehensible to students

Description for a rating of 1 or 2:

Student teacher makes little or no effort to build on students' prior knowledge and experiences in order to make content meaningful to them. She/he does not communicate content clearly. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs). Overall, the students are disengaged from lesson content and do not appear to understand it.

Description for a rating of 3 or 4:

Student teacher makes effort to activate and build on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of such strategies as explanations, descriptions, examples, analogies, metaphors, and discussions. Generally, the students are engaged with the content of the lesson and appear to understand it.

Description for a rating of 5:

Student teacher routinely activates and builds on students' prior knowledge and experiences in order to make content meaningful to all students, including students with special needs (e.g., students with disabilities and ELLs). She/he communicates content clearly through the use of varied strategies such as visual and auditory representations, graphic organizers, explanations, descriptions, examples, analogies, metaphors, and discussions. Students are engaged with the content of the lesson and demonstrate a clear understanding of it. The lesson as a whole has a logical and coherent structure.

Criteria 2b Monitoring student understanding, providing feedback, and adapting activities to emphasize students' strengths and support needs

Description for a rating of 1 or 2:

Student teacher does not monitor students' understanding of the content throughout the lesson and gives students little or no feedback. She/he gives little or no attention to students with special needs (e.g., students with disabilities and ELLs).

Description for a rating of 3 or 4:

Student teacher monitors students' understanding of the content through most of the lesson and gives them feedback. She/he attempts to make instructional adjustments when necessary. She/he gives attention to students with special needs and accommodates materials as appropriate (e.g., students with disabilities and ELLs).

Description for a rating of 5:

Student teacher monitors students' understanding of the content throughout the lesson and gives them substantive and specific feedback. She/he makes appropriate instructional adjustments when necessary. She/he accommodates materials to students with special needs (e.g., students with disabilities and ELLs).

Criteria 2c Using media and other technology in appropriate ways

Description for a rating of 1 or 2:

Lesson integrates media and/or other technology in meaningless and inappropriate ways.

Description for a rating of 3 or 4:

Use of media or other technology is not applicable to this lesson; or media and other technology are used in developmentally appropriate ways.

Description for a rating of 5:

Media and other technology are integral to the lesson and are used in meaningful and developmentally appropriate ways.

Criteria 2d Promoting critical thinking

Description for a rating of 1 or 2:

Student teacher does not encourage students to think critically, independently, or creatively in the context of the content being studied or discourages them from doing so.

Description for a rating of 3 or 4:

Student teacher encourages students to think critically, independently, and/or creatively in the context of the content being studied. She/he raises problems and questions which require resolution.

Description for a rating of 5:

Critical thinking is integral to the entire lesson. Student teacher encourages students to think critically, independently, and creatively in the context of the content being studied. She/he raises problems and questions which require resolution and encourages students to be aware of their own thinking.

Criteria 2e Using democratic practices

Description for a rating of 1 or 2:

Student teacher does not create a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he does not share responsibility with students for their own learning and discourages (or does not promote) involvement and interaction among students. She/he makes little or no effort to render content comprehensible to all students and to help each feel valued. There is little or no evidence that student teacher respects the culture of each child.

Description for a rating of 3 or 4:

Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he encourages students to take some responsibility for their own learning and promotes involvement and interaction among students. She/he strives to make content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs). There is some evidence that student teacher respects the culture of each child.

Description for a rating of 5:

Student teacher creates a classroom climate that fosters fairness, trust, risk-taking and experimentation. She/he shares responsibility with students for their own learning and promotes high quality and quantity involvement and interaction among them. She/he supports independent learning and decision making. She/he consistently makes content comprehensible to all students, including students with special needs (e.g., students with disabilities and ELLs), and helps each child feel valued. Student teacher demonstrates respect for each child's culture.

Criteria 2f. Using a range of teaching strategies based on understanding of child development

Description for a rating of 1 or 2:

There is little or no evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 3 or 4:

There is some evidence that teaching strategies are based on an understanding of developmental principles.

Description for a rating of 5:

There is clear evidence that teaching strategies are based on an understanding of developmental principles.

Criteria 2g Making curriculum meaningful to all children

Description for a rating of 1 or 2:

Student teacher does not connect learning to the daily lives of children and/or insure that learning has a clear outcome or purpose.

Description for a rating of 3 or 4:

Student teacher often connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

Description for a rating of 5:

Student teacher consistently connects learning to the daily lives of children and insures that learning has a clear outcome or purpose.

ASSESSING STUDENT LEARNING

Criteria 3a Recording and using assessment results to inform instruction

Description for a rating of 1 or 2:

Student teacher does not keep clear and up-to-date records of student learning and/or cannot provide evidence of student progress. It is unclear how assessment data could assist in planning or instructional modification.

Description for a rating of 3 or 4:

Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he periodically reviews assessment results and generally makes instructional modifications when needed.

Description for a rating of 5:

Student teacher keeps a variety of clear and up-to-date records of student learning and can provide evidence of student growth. She/he continuously reviews assessment results and consistently makes appropriate instructional modifications when needed.

Criteria 3b Using a range of assessment tools to document student strengths**Description for a rating of 1 or 2:**

There is little or no evidence that student teacher has used a range of assessment tools to identify student strengths.

Description for a rating of 3 or 4:

Student teacher uses more than one assessment tool to identify students' strengths.

Description for a rating of 5:

Student teacher uses a wide range of assessment tools to identify students' strengths.

CREATING A POSITIVE ENVIRONMENT FOR STUDENT LEARNING**Criteria 4a Establishing a classroom community that fosters respectful behaviors****Description for a rating of 1 or 2:**

There is little evidence of a common set of standards or spirit of community in the classroom. Student teacher does not consistently guide students toward positive behaviors. She/he does not respond to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not made for those students whose behaviors may be related to stressful life circumstances. Her/his responses demonstrate little knowledge of the child.

Description for a rating of 3 or 4:

There is some evidence of a common set of standards and a spirit of community in the classroom. Student teacher attempts to guide students toward positive behaviors but is not consistently successful. She/he sometimes responds to challenging behaviors with respect for the individual and knowledge of individual needs. Accommodations are not always made for those students whose behaviors may be related to stressful life circumstances. Her/his responses may reflect lack of knowledge of the child.

Description for a rating of 5:

There is evidence of a common set of standards and a spirit of community in the classroom. Student teacher consistently guides students toward positive behaviors by using appropriate routines, procedures, and teaching strategies and demonstrating knowledge of individual needs. She/he consistently responds to challenging behaviors with respect for the individual. Accommodations are consistently made for those students whose behaviors may be related to stressful life circumstances.

Criteria 4b Providing a physical environment based on developmental understanding of children that is safe and conducive to learning**Description for a rating of 1 or 2:**

Student teacher permits the physical environment to be unsafe or to interfere with student learning. The physical environment is not based on a developmental understanding of children.

Description for a rating of 3 or 4:

Student teacher attempts to create a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he sometimes uses the physical environment as a resource to facilitate and encourage learning for all students.

Description for a rating of 5:

Student teacher creates a physical environment that is safe, developmentally appropriate, and adaptive to the needs of individual students. She/he consistently uses the physical environment as a resource to facilitate and encourage learning for all students.

Criteria 4c Using instructional time effectively**Description for a rating of 1 or 2:**

During the observed lesson, a substantial amount of time is spent on activities of little instructional value, or the pacing of the lesson is inappropriate to the content and/or the students.

Description for a rating of 3 or 4:

During the observed lesson, non-instructional matters do not consume an excessive amount of time. The lesson is well paced for most of the students.

Description for a rating of 5:

During the observed lesson, non-instructional matters consume a minimal amount of time. Non-instructional procedures are carried out efficiently. The lesson is well paced for all students and accommodates students with specific developmental and special needs.

Criteria 4d Creating responsive and caring relationships with children and adults

Description for a rating of 1 or 2:

There is little or no evidence that the student teacher has established responsive and caring relationships with children and adults in the classroom.

Description for a rating of 3 or 4:

There is evidence that the student teacher has established responsive and caring relationships with most children and adults in the classroom and she/he is attempting to strengthen these relationships.

Description for a rating of 5:

Student teacher has established responsive and caring relationships with all or almost all children and adults in the classroom. These relationships enhance student teacher's role in the classroom.

PROFESSIONALISM

Criteria 5a Expressing ideas clearly and personal attributes

Description for a rating of 1 or 2:

Student teacher is unable to express ideas and concepts clearly in writing and/or speaking. She/he lacks voice quality and/or personal appearance appropriate to teaching environment.

Description for a rating of 3 or 4:

Student teacher expresses ideas and concepts clearly both in writing and speaking. She/has acceptable voice quality and personal appearance appropriate to teaching environment.

Description for a rating of 5:

Student teacher has exceptional writing and/or speaking abilities. She/he can clearly articulate positions and knowledge regarding teaching and learning. She/he also has very good voice quality and personal appearance appropriate to teaching environment.

Criteria 5b Communicating with and developing positive relationships with parents, families, professionals, and community members to support student learning and well being

Description for a rating of 1 or 2:

Student teacher communicates rarely if ever with parents, families, professionals, and community members to support student learning and well-being.

Description for a rating of 3 or 4:

Student teacher communicates with and develops positive relationships with teachers, administrators, other school personnel, students' families, and/or community members to support student learning and well being.

Description for a rating of 5:

Student teacher communicates regularly and builds positive relationships with teachers, administrators, other school personnel, students' families, and community members to support student learning and well-being. Student teacher actively seeks out professional resources on behalf of students.

Criteria 5c Reflecting on instructional efforts

Description for a rating of 1 or 2:

Student teacher cannot accurately identify strengths and weaknesses of lesson taught.

Description for a rating of 3 or 4:

Student teacher identifies strengths and weaknesses of lesson taught and describes in general terms how such a lesson could be improved for the future.

Description for a rating of 5:

Student teacher identifies in detail strengths and weaknesses of lesson taught and describes in very specific terms how such a lesson could be improved in the future.

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ONLINE RESOURCES



Center of Pedagogy Blackboard Community

All students, staff, and faculty who are part of the Teacher Education Program or who are enrolled in CURR 210 (Public Purposes of Education) or ECEL 200 (Perspectives on Early Childhood and Elementary Education in a Democracy) are provided with access to the Center of Pedagogy Blackboard site. This site features information, forms, announcements, calendar items, and more – including an online version of this entire Teacher Education Program Handbook. Interested individuals may seek access by contacting Pat Gagnon at gagnonp@mail.montclair.edu. To access the Blackboard site go to <http://montclair.blackboard.com/>. Enrollees with NetIDs must use that email address to enter; enrollees who do not have NetIDs must obtain an ID and password from Caroline Murray. Once logged into Blackboard, click on the red "Community" tab, then click on the Center of Pedagogy link.

Useful Web Sites

Montclair State University

- College of Education and Human Services - <http://cehs.montclair.edu/>
- Center of Pedagogy - <http://cehs.montclair.edu/academic/cop/>
- Montclair State University Network for Educational Renewal - <http://cehs.montclair.edu/academic/cop/MSUNER.shtml>
- Teacher Education Program - <http://cehs.montclair.edu/academic/cop/teacher/>
- College Central (online job database) - <http://www.montclair.edu/CareerServices/Collegecentralx.html>

Praxis Test Information

- Registration & Test Dates - <http://www.ets.org/praxis/>
- Study Guides - <http://www.ets.org/praxis/prxorder.html>

NJ Teacher Certification & Licensing Information

- NJ Department of Education - <http://www.state.nj.us/njded/educators/license/>

Find Teaching Jobs in New Jersey

- NJ Hire – <http://www.njhire.com>
- The Star Ledger Classified - <http://nj.com/jobs/>
- NJ School Directory – <http://www.state.nj.us/njded/directory/>
- NJ School Jobs – <http://www.njschooljobs.com/>

Curriculum, Lesson Plans & Instructional Activities

- ERIC – <http://www.eduref.org>
- Marco Polo – <http://www.marcopolosearch.org/MPSearch/>
- LessonPlanz – <http://www.lessonplanz.com>
- Enchanted Learning (Early Childhood and Elementary) – <http://www.enchantedlearning.com>

Educational Research

- ERIC Journal Search – <http://www.eric.ed.gov/>
- MSU Curriculum Resource Center – <http://www.montclair.edu/crc>
- MSU Sprague Library – <http://library.montclair.edu>

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL (MSUNER)

B

The MSUNER promotes the simultaneous renewal of schools and teacher education through collaboration between and among Montclair State University and twenty-five member school districts. The Network strives to provide the best possible education for all students.

MSU students conduct their fieldwork experiences in Network schools. In addition, reflecting the tenets of best practices in education, the MSU Teacher Education Program makes it a priority to place MSU students with clinical faculty members in these Network schools. It is our hope that through such placements beginning teachers will be in schools where teachers work cooperatively, reflect on the art and science of teaching and learning, emphasize critical thinking, understand the moral dimensions of teaching, and are committed to mentoring of pre-service teachers. The twenty-five current partner districts are listed below.

Bloomfield	Maywood
Caldwell-West Caldwell	Montclair
Cedar Grove	Newark
Clifton	Nutley
Dumont	Parsippany-Troy Hills
East Orange	Passaic Valley Regional HS
Englewood	Randolph
Fair Lawn	River Vale
Glen Ridge	South Orange-Maplewood
Hillside	Teaneck
Kearny	Tenafly
Little Falls	West Orange
Livingston	



CENTER OF PEDAGOGY SCHOLARSHIPS AND AWARDS



Each year the Center of Pedagogy awards over \$20,000 to students in the form of scholarships and awards. All Teacher Education students, **including students who are applying to the Teacher Education Program in fall 08 or spring 09**, are encouraged to apply for any scholarships and awards for which they are eligible. Applications are available between December and February on the CoP Blackboard site and in the Teacher Education Advocacy Center, University Hall Suite 1160. Typically the award deadline is at the beginning of March for awards for the following academic year. Questions should be addressed to the Center of Pedagogy at x4139. Note that academic departments, the Graduate School, the Financial Aid Office, and CEHS also have scholarship and grant opportunities.

TEACH Grants

Students admitted to the Urban Teaching Academy or Prudential Teaching Scholars may be eligible to obtain a federally funded TEACH grant to teach in a high-need urban community. Certification fields that apply are: mathematics, science, modern languages, or students with disabilities. Applications are available through the MSU Financial Aid Office.

New Jersey Association of Teacher Education Award

A \$100 award is given to an outstanding student teacher with a strong academic record.

J. Thomas Flagg Outstanding Student Teacher Award

A \$100 award is presented to an outstanding student teacher completing his/her professional semester.

Ruth Lewin Endowment Fund

Awards of \$500-\$1,000 are presented to five graduates/undergraduates in the Teacher Education Program who have financial need.

Teachers Club of Montclair Award for Scholarship

Awards of \$1,000 each are presented to ten juniors admitted to the Teacher Education Program who demonstrate excellence in the program.

Anne Kirby Memorial Scholarship Fund

A tuition award of \$1,500 is presented to a fully matriculated M.Ed. or MAT student preparing for a career in teaching. Student must have a strong GPA and must present a statement of educational goals.

Kathryn E. Stilwell Memorial Award

A \$500 award is presented to a full-time sophomore or junior who exhibits potential for success in the teaching profession. Student must possess at least a 3.0 GPA, demonstrated leadership, financial need, and involvement in campus/community activities. Priority is given to Bergen County residents.

Allan and Marguerite D. Morehead Scholarship Award

A \$1,600 tuition award is presented to a full-time student from an inner city or one who is committed to teaching in an inner city school after graduation. Preference is given to Paterson residents.

Nicholas and Susan Michelli Memorial Award

A \$500 tuition scholarship is awarded to a student who demonstrates commitment to a career in urban education.

Rita J. Burke McLeish Scholarship

A scholarship for up to \$2000 is awarded to a student employed at The Children's Center of Montclair State University who is pursuing studies leading toward working with children who have developmental delays.

MSU STANDARDS

The following standards form the basis of *The Portrait of a Teacher* and expectations for students completing an initial teacher certification program at Montclair State University. Students must meet these Institutional Standards in order to complete their certification program. Students demonstrate their commitment to these standards in their MSU courses and in their fieldwork experiences. The fieldwork evaluations conducted by MSU and school-based faculty are derived from these Standards.

MSU STANDARDS FOR CANDIDATES IN INITIAL TEACHER CERTIFICATION PROGRAMS

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. They:
 - a. Understand the concepts, structures, purposes, and processes of inquiry of their disciplines.
 - b. Know and can use various strategies, including media and technology, for creating learning experiences that make the subject matter accessible and meaningful to all students.
2. Candidates understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Candidates understand the practice of culturally responsive teaching. They:
 - a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
 - b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
 - c. Understand the supports for and barriers to culturally responsive teaching in school environments.
 - d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
 - e. Have skills for learning about the diverse students they teach, and the students' families and communities.
 - f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Candidates understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.
7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.

8. Candidates create a learning community in the classroom. They:
 - a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
 - b. Establish and maintain appropriate standards of classroom behavior.
 - c. Provide an environment that is safe and conducive to learning.
 - d. Use instructional time effectively.
9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
11. Candidates speak and write English fluently and communicate clearly.
12. Candidates develop dispositions expected of professional educators:
 - a. Belief in the educability of all children.
 - b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
 - c. Belief that all children bring talents and strengths to learning.
 - d. Attitude that students' strengths are a basis for growth and their errors are opportunities for learning.
 - e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities.
 - f. Appreciation for multiple ways of knowing.
 - g. Commitment to the expression and use of democratic values in the classroom.
 - h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
 - i. Commitment to the ethical and enculturating responsibilities of educators.
 - j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
 - k. Commitment to teaching.



ADMISSIONS EVALUATION SCALE AND RUBRIC

Each candidate for admission to the Montclair State University Initial Teacher Education Program is evaluated according to the scale shown below. The following pages contain the rubric from which the ratings are derived.

ADMISSIONS EVALUATION SCALE

<i>Does not meet expectations</i>		<i>Meets expectations</i>		<i>Exceeds expectations</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

1. Subject matter knowledge.	1	2	3	4	5
2. Written English thinking and communication skills.	1	2	3	4	5
3. Oral English thinking and communication skills.	1	2	3	4	5
4. Understanding that a person's perspective is influenced by his/her life experiences. Appreciation of multiple ways of knowing.	1	2	3	4	5
5. Belief in the educability of all children and that all children bring talents and strengths to learning.	1	2	3	4	5
6. Respect and appreciation for individual and cultural differences.	1	2	3	4	5
7. Reflectiveness. Commitment to critical reflection and critical thinking.	1	2	3	4	5
8. Understanding of and commitment to principles of democracy.	1	2	3	4	5
9. Initial commitment to the ethical and enculturating responsibilities of educators and to being agents of change.	1	2	3	4	5
10. Commitment to teaching.	1	2	3	4	5
11. Personal qualities.	1	2	3	4	5

RUBRIC FOR ADMISSIONS EVALUATION SCALE

Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
1. Subject matter knowledge (ECEL: Significant work with children) (1a)	Candidate has a weak grasp of the content of the discipline s/he is planning to teach.		Candidate has a solid grasp of the content of the discipline s/he is planning to teach.		Candidate has a strong and in-depth grasp of the content of the discipline s/he is planning to teach.
<i>Evidence:</i> GPA in the major field, recommendation letters, portfolio (if applicable), and interview.					
2. Written English thinking and communication skills. (11)	Candidate has weak written communication skills. Problems with the writing include: not focusing on the question or writing prompt, lack of specific and valid support for arguments, unclear or inappropriate organization of the essays, and unclear transitions. The writing does not show sufficient depth of thought. It is not grammatically correct or neatly presented.		Candidate has solid written communication skills. S/he focuses on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, and uses clear transitions. The writing shows sufficient depth of thought. It is grammatically correct and neatly presented.		Candidate has exceptional written communication skills. S/he focuses directly on the question or writing prompt, provides specific and valid support for arguments, organizes the essays clearly and appropriately, uses clear and sophisticated transitions, and writes in a mature style. The writing shows exceptional depth of thought and is grammatically correct and neatly presented.
<i>Evidence:</i> Transcript, and take-home and impromptu essays.					
Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
3. Oral English thinking and communication skills. (11)	Candidate has poor oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and/or listening skills.		Candidate has acceptable oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Overall, questions and answers are relevant and logical.		Candidate has exceptional oral communication skills, both verbal and non-verbal. This is reflected in his/her speech quality, eye contact, energy level, degree of participation in the conversation, ability to ask and answer questions, and listening skills. Questions and answers are consistently relevant and logical.
<i>Evidence:</i> Speech course grade, and interview.					
4. Understanding that a person's perspective is influenced by his or her life experiences. (3a) Appreciation for multiple ways of knowing. (12f)	Candidate appears not to understand that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he appears unaware of or resistant to different points of view. S/he appears not to value different perspectives or multiple ways of knowing.		Candidate understands that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. S/he has an appreciation for different perspectives and multiple ways of knowing.		Candidate has a deep and sophisticated understanding that a person's perspective is influenced by factors such as race/ethnicity, social class, gender, and special needs. S/he is open to different points of view. An appreciation of different perspectives and multiple ways of knowing appears to be central to his/her way of thinking .
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Cross-cultural experiences, proficiency in multiple languages, experience with and understanding of multicultural literature, community involvement, and personal background factors (e.g., race, ethnicity, class, gender).					
Criteria	Does not meet expectations		Meets expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
5. Belief in the educability of all children, and that children bring varied talents, strengths, and perspectives to learning. (3b, 12a, 12c)	Candidate appears not to be committed to education for all students. S/he appears not to believe that all children can learn, or that children bring varied talents, strengths, and perspectives to learning.		Candidate is committed to education for all students. For the most part, s/he appears to believe that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.		Candidate is deeply committed to education for all students. S/he communicates a strong and clear belief that all children can learn, and that children bring varied talents, strengths, and perspectives to learning.

<i>Evidence:</i> Recommendation letters, admissions essays, and interview.				
6. Respect and appreciation for individual and cultural differences. (12b)	Candidate shows little respect for individual and cultural differences. S/he appears not to appreciate the basic worth of each individual and cultural group. S/he may make stereotypical comments or unsupported generalizations about groups.	Candidate shows respect for individual and cultural differences, and appreciation for the basic worth of each individual and cultural group. S/he may need more experience with and knowledge of people from diverse backgrounds.	Candidate shows a deep respect for individual and cultural differences, and deep appreciation for the basic worth of each individual and cultural group. S/he has had considerable exposure to people from diverse backgrounds.	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Evidence of student-centered educational philosophy.				
7. Reflectiveness. Commitment to critical reflection and critical thinking. (9, 12h)	Candidate does not seriously reflect on his/her life experiences or work experiences. There is little evidence that s/he reflects on the nature of teaching and learning or considers the effects of his/her choices and actions on others.	Candidate reflects on his/her life experiences and work experiences-- for example, on the nature of teaching and learning and on the effects of his/her choices and actions on others.	Candidate is exceptionally reflective about his/her life experiences and work experiences. S/he gives serious consideration to the nature of teaching and learning, and continually evaluates the effects of his/her choices and actions on others.	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.				
Criteria	Does not meet expectations		Meets expectations	Exceeds expectations
	(1)	(2)	(3)	(4)
8. Understanding of and commitment to principles of democracy. (6, 12g)	Candidate appears to have a minimal understanding of and weak commitment to the principles of democracy.	Candidate has some understanding of the principles of democracy and is committed to them.	Candidate has given considerable thought to the principles of democracy, and has an in-depth understanding of them and a strong commitment to them.	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.				
9. Initial commitment to the ethical and enculturating responsibilities of teachers and to being agents of change. (Standards 12i, 12j)	Candidate does not recognize that teachers play an enculturating role or that they have a responsibility to approach that role in an ethical manner. S/he does not see the promotion of social justice as a function of schools. S/he does not envision her/himself being an agent of change.	Candidate recognizes that teachers play an enculturating role and that they have a responsibility to approach that role in an ethical manner. S/he believes that schools should and can promote social justice. S/he envisions her/himself acting as an agent of change.	Candidate has a deep understanding of the enculturating role that teachers play and of their responsibility to approach that role in an ethical manner. S/he strongly believes that schools should and can promote social justice. S/he envisions her/himself playing a leadership role as an agent of change.	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., community service, involvement in professional organizations), leadership roles.				
10. Commitment to teaching. (12k)	There is little or no evidence that the candidate is sincerely dedicated to becoming a teacher.	The candidate appears to be dedicated to becoming a teacher.	The candidate communicates a strong dedication and commitment to becoming a teacher.	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview. <i>Consider:</i> Previous experiences (e.g., teaching, tutoring, serving as teacher's aide, coaching, community service, involvement in professional organizations), leadership roles.				
Criteria	Does not meet expectations		Meets expectations	Exceeds expectations
	(1)	(2)	(3)	(4)
11. Personal qualities. (12k)	Candidate appears to lack enthusiasm, motivation, sensitivity, warmth, maturity, and/or determination to pursue his/her goals.	Candidate is enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals.	Candidate is exceptionally enthusiastic, motivated, sensitive, warm, mature, and determined to pursue his/her goals. S/he has the qualities of a "mover and shaker."	
<i>Evidence:</i> Recommendation letters, admissions essays, and interview.				



PRAXIS II TEST INFORMATION

Undergraduate and Graduate level students in the Teacher Education Program all must submit passing scores for all required Praxis II tests prior to student teaching.

- ➔ If you plan to student teach in a spring semester, you must submit your passing score(s) by January 8th of that year.
- ➔ If you plan to student teach in a fall semester, you must submit your passing score by August 15th of that year.

For example, students planning to student teach in spring 2010 must submit passing scores by January 8th, 2010 at the latest, and most aim to submit their passing score(s) soon after applying for fieldwork/Clinical I.

The tests that need to be taken and passing scores are determined by the state and are subject to change. "Passing" means a score that is considered passing by the state at the time student teaching begins. Students who have not passed all of the required Praxis tests **and** submitted the scores to the Teacher Education Admissions and Retention Department by the appropriate deadline will not be eligible to student teach as scheduled. Fall student teachers should note that June is the last possible time to take the test (e.g., the July 2010 test date is too late for fall 2010 student teachers).

Follow these steps to ensure that you correctly complete the Praxis II test requirement:

1. Determine if and which tests you need to take.

You can find this information on the PRAXIS bulletin board outside UN 1160, at the Center of Pedagogy Blackboard Community, or through the NJ Dept of Education (609-292-2070) or www.state.nj.us/njded/educators/license/1112.htm. Some programs do not currently have a Praxis requirement, but this is subject to change at any time.

2. Register to take the test(s).

Registration information is located outside University Hall 1160. You can also call the Educational Testing Service at 1-800-772-9476 or go to their Web site at www.ets.org/praxis.

3. Indicate the proper agency codes on your registration form.

Item #12 on the registration form is "Agencies to Receive Score Reports." MSU is one of the agencies that must receive your scores directly from ETS. Use this agency code on your registration form: **R 2520 Montclair State University. The state of New Jersey must also receive a direct report of your scores from ETS – certification cannot be issued by the state without direct scores that indicate the name and social security number of the applicant.** Tests taken in NJ are automatically sent to the state of New Jersey. If you take the test outside New Jersey you must put agency code **R 7666 NJ Department of Education** in addition to the MSU agency code.

4. Write your social security number on your registration form.

The State will not recognize your scores without a social security number. This is a common error made by students that holds up the issuance of their certification, so be sure to write your ssn in correctly!

5. Bring a copy of your complete 4-page score report to Teacher Education Admissions & Retention, UN 1160.

- Without written documentation as well as direct receipt of your scores from ETS, you cannot student teach.
- Before submitting a copy of your score report to the Admissions office, check that the information on it is accurate and complete.

The Praxis policy helps ensure that students do not complete their certification program at MSU without passing the required Praxis tests and therefore without being recommended to the State for certification by the University. The Center of Pedagogy offers students Praxis review sessions and other supports to assist them in passing the test. Students who have test-taking difficulties or any other concerns regarding the Praxis tests are strongly advised to take the tests far enough in advance of student teaching to be able to retake a test if needed. Should a student not pass the tests prior to student teaching, he or she will have the opportunity to discuss alternatives with Teacher Education Admissions and Retention staff.

STATE PHYSIOLOGY AND HYGIENE REQUIREMENT

New Jersey has a physiology and hygiene requirement for teaching certification candidates that can be satisfied either through appropriate coursework or a written test. Below are the courses offered at MSU that satisfy this requirement. You cannot be recommended for certification until you have completed this requirement.

Biology

BIOL 100	Biological Sciences, non-majors only
BIOL 107	Biology for Survival
BIOL 110	Biology of Human Life
BIOL 215	Human Heredity
BIOL 240	Mammalian Anatomy and Physiology I, not for Biology majors
BIOL 241	Mammalian Anatomy and Physiology II, not for Biology majors
BIOL 243	Human Anatomy and Physiology
BIOL 380	Genetics

Health and Nutrition Sciences Department

HLTH 101	Personal Health Issues
HLTH 150	Principles & Practices of Emergency Care
HLTH 207	Safety, Accidents and Emergency Care
HLTH 210	Consumer Health
HLTH 213	Perspective on Drugs
HLTH 220	Mental Health
HLTH 290	Human Sexuality
HLTH 307	The Study of Human Diseases
HLTH 315	Public Health
HLTH 330	Foundations of Health Education
HLTH 411	School Health and Community Services
HLTH 430	Health Counseling
NUFD 182	Nutrition
NUFD 192	Nutrition with Laboratory

Honors Program Courses

HONP 210	Honors Seminar in Science I
HONP 211	Honors Seminar in Science II

Students can also opt to take a free physiology and hygiene test at a county office of education up until December 2009 and bring the results to the Registrar. Beginning in February 2010 MSU will take over the content and administration of the test – details about where/when this will be available will be posted on the CoP Blackboard community. Students should talk to their advisors to determine if a course taken as an undergraduate meets this requirement. It is important to note that students cannot be recommended to the state for certification until this requirement is met.

IN-SERVICE FIELD EXPERIENCES



OVERVIEW

In-Service fieldwork and/or student teaching is an alternative to regular student teaching designed to accommodate MSU students who are already teaching full-time in their own classrooms. If granted In-Service status, a student completes his/her first field experience semester (Fieldwork/Clinical I) by conducting observations in his/her place of employment in lieu of being placed in a school by the Fieldwork Department. During student teaching, In-Service student teachers have an on-site supervisor in lieu of a cooperating teacher, but they do have the same number of mentors and mentor visits as students in regular student teaching. The mentor(s) assess the student's teaching and provide the final letter grade for student teaching.

ELIGIBILITY

In-Service status is available to undergraduate and graduate level students in most initial certification areas who:

1. are teaching full-time as the lead teacher in a classroom, at least 3 classes per day, in the exact certification area(s),
2. have been teaching in this position for at least one full academic year by the time In-service fieldwork would begin,
3. are teaching students in the pre-school to grade 12 range,
4. are working under a formal contract or its equivalent.

In addition, the teaching setting and course load must meet the approval of the department chair and/or program advisor.

It is important to note that dual certification students (e.g., P-3 or K-5 and Teacher of Students with Disabilities) MUST be teaching in BOTH certification areas to be eligible for In-Service status.

APPLYING

Students who believe they qualify should first consult with an advisor. To apply, students complete an In-Service Field Experience Application in lieu of the regular Field Experience Application. The In-Service application, which is available at the Center of Pedagogy Blackboard site, outlines all of the requirements necessary for In-Service status. In addition to the requirements above, students must receive written approval from their department chair and/or program advisor, depending on the certification program. The application deadline is the same as for regular fieldwork: October 1 to begin fieldwork in the spring and March 1 to begin fieldwork in the fall. Late applications cannot be accepted.

THE COURSES

Early Childhood, Elementary, and Dual Certification (general ed/special ed) students take Clinical Experience I and Seminar I in their first In-Service field experience semester, which must be a fall semester, and In-Service Student Teaching (ECEL 424 for undergrads, ECEL 514 for graduate students) and Seminar II in the subsequent spring semester. Students should speak to their advisor to ensure that their program reflects the proper coursework.

Undergraduate subject certification students take Fieldwork (CURR 450), Teaching for Learning I (CURR451), and methods during the first In-Service fieldwork semester, then In-Service Student Teaching (CURR 414) and Teaching for Learning II (CURR 452) in the subsequent semester. Graduate level subject certification students take Fieldwork (CURR 527) during the first In-Service fieldwork semester along with the correlating courses, Teaching For Learning I (CURR526) and the departmental methods class; then In-Service Student Teaching (CURR 514) and the correlating course, Teaching For Learning II (CURR543) in the subsequent semester.

WHERE TO GO WITH QUESTIONS

Most questions regarding In-Service fieldwork can be answered by an advisor. Questions specific to the In-Service experience (e.g., logistics, getting permission for the courses, etc.) should be addressed to Caroline Murray at x7802.

SUBSTITUTE LICENSE POLICY



As security becomes an increasingly important factor in our schools in NJ and nationwide, school districts have begun to require all individuals who spend time in their schools to undergo criminal history checks. The easiest way for districts to know that this has been done is to see the individual's substitute license, since part of the licensing process includes undergoing a criminal history check. While not all districts in NJ require this, momentum has gathered rapidly over the past year and we anticipate that virtually all of our partner districts will require this in the near future if they do not already.

Students in field experiences (Fieldwork, Clinical I, Student Teaching, and Clinical II) cannot be guaranteed a placement without having a valid New Jersey substitute license.

How do you obtain a substitute teaching license?

1. Call a district's main office **in any district you like** in the state of New Jersey – where you live, where you plan to work, etc. Ideally, it will be a district where you will actually want to gain experience as a substitute. **You do not need to go to the district where you will be placed for fieldwork/student teaching.** Find out when and where to go to obtain the application to become a substitute teacher in that district.
2. Complete the application. Most of the application will be self-explanatory and district personnel can help you if you have questions. Part of the application will be to set up an appointment to get fingerprinted. When you get fingerprinted, the technician will give you a receipt. This receipt is very important – many districts simply require seeing this receipt to confirm that you are able to be in their schools, as it indicates that you are undergoing a criminal history background check.
3. Your scanned fingerprints are sent to federal and state agencies for a criminal history check. This process takes 6-8 weeks minimum. When the check is completed and it is confirmed that you do not have a criminal record, you receive notification in the mail. Again, this notification is important – some districts require seeing this notification before allowing university students to enter their schools.
4. When you have completed the substitute license application, bring it back to the district office to be processed.
5. Your substitute license will be mailed to you by the state. It currently takes 3-4 months for this to occur.

Important things to note

- Once you have a substitute license in one district, you can transfer it to any other district in the state with minimal paperwork. You do not need to go through the entire process all over again.
- You must be a U.S. citizen or intend to become one to obtain a substitute license. If you are not a U.S. citizen and do not intend to become one, please contact your Fieldwork Department Program Specialist to discuss placement options so that we can ensure that your circumstances are accommodated to the best of our ability.
- You will **not** need to show the Fieldwork Department your substitute license: it is the district office that will ask you for it when you receive your placement. Placements are therefore contingent upon your having this paperwork taken care of. Students who do not provide districts with paperwork in a timely manner may forego their placement and may therefore be required to delay their field experience until the next semester.
- Currently, some districts require substitute licenses for both fieldwork students and student teachers. Other districts require substitute licenses for student teachers only. Some have no such policies in place yet. In terms of the logistics of securing placements in a timely and efficient manner, it is not possible for you to wait until you receive your placement before determining what you need. In other words, you may end up completing your field experiences in a district that does not yet require a substitute license, but there is no way of knowing this in advance.
- If you do have a criminal record of any kind, contact your Program Specialist in the Fieldwork Department to discuss how this may impact your ability to complete your program and, more importantly, your ability to become certified to teach in New Jersey.



CERTIFICATION IN SPECIAL EDUCATION

There have been significant changes in special education certification in New Jersey in recent years. Of particular note is that certification as a special education teacher is now called Teacher of Students with Disabilities (TSD) and special education certification now requires dual certification. In other words, you cannot obtain special education certification without obtaining another certification as well in an area such as early childhood education (P-3 certification), elementary education (K-5 certification), or a content area (such as Social Studies). MSU's Teacher of Students with Disabilities program is approved by the NJ Department of Education and the Council for Exceptional Children.

Undergraduate level

MSU is currently developing dual certification programs for special education that are anticipated to be available in spring or fall 2010. The programs will all be combination undergraduate/MAT certification and degree programs. The three programs under development are:

- BA/MAT: P-3 and Teacher of Students with Disabilities
- BA/MAT: K-5 and Teacher of Students with Disabilities
- BA/MAT: P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

Note that the start dates are tentative: program availability is never guaranteed until programs are fully approved. If you will be completing your undergraduate studies prior to the start of these new programs, keep in mind that if you obtain initial certification in P-3, K-5 or a subject area, you can obtain a second certification as a Teacher of Students with Disabilities at the graduate level; see below.

Graduate level

1. If you do not have teaching certification (i.e., NJ CEAS or standard cert or out-of-state equivalent), you can apply to one of the following M.A.T. programs leading to dual certification:
 - M.A.T. in Elementary Education (K-5) and Teacher of Students with Disabilities
 - M.A.T. in Early Childhood Education (P-3) and Teacher of Students with Disabilities
 - M.A.T. in P-12 Content Area (e.g., English, Math...) and Teacher of Students with Disabilities

These programs can only be taken as M.A.T. programs – they are not available at the Post-baccalaureate level for certification only. Each program is approximately 48-51 credits.

2. If you currently hold certification in early childhood education, elementary education or a subject area, you can obtain a second certification in special education. This is a 24-27 credit program with courses for teaching students with disabilities. Those with elementary or subject certification apply to the *Post-BA Teacher of Students with Disabilities: Additional Certification* program. You can obtain a Master of Education along with this certification by applying to the M.Ed. in Special Education; this program contains the certification courses plus 3 additional courses. Those with P-3 Early Childhood certification apply via the M.Ed in Early Childhood Special Education.

Provisional Certification in Special Education

The NJ Department of Education's Provisional Teacher Certification Program allows college graduates who do not have teacher certification to seek Provisional Certification in both general education and special education (special education teachers must have dual certification) if they meet the requirements. They then attend a program provided by the Provisional Certification Program and teach with mentoring to complete their general education certification. Following that, they must complete their special education certification in a state-approved Teacher of Students with Disabilities program. Those who already have general education certification can obtain a Certificate of Eligibility in special education if they meet the requirements and can provide proof that they are enrolled in a state-approved Teacher of Students with Disabilities certification program. Please contact Dr. Elaine Fine for advisement and up-to-date information at finee@mail.montclair.edu.

STATES' TEACHER CERTIFICATION RECIPROCITY



Each state has its own certification requirements and processes. However, many states are part of the Interstate Certification Compact or have other reciprocity agreements that allow teachers to transfer their certification with minimal additional steps. If you plan to teach in another state or jurisdiction, you need to apply for certification in that location. You may need to take a test or complete other certification requirements in addition to providing your New Jersey certification. Below is a list of states/jurisdictions with which New Jersey has reciprocity agreements through the year 2010:

Alabama	Michigan
Alaska	Mississippi
Arizona	Montana
Arkansas	Nevada
California	New Hampshire
Colorado	New Mexico
Connecticut	New York
Delaware	North Carolina
District of Columbia	North Dakota
Florida	Ohio
Georgia	Oklahoma
Hawaii	Oregon
Idaho	Pennsylvania
Illinois	Rhode Island
Indiana	South Carolina
Iowa	Tennessee
Kansas	Texas
Kentucky	Utah
Louisiana	Vermont
Maine	Virginia
Maryland	Washington
Massachusetts	West Virginia

In addition, you may be eligible to obtain Meritorious New Teacher Pre-Candidate (MNTC) designation, which currently is in effect in several states along the east coast. The designation is afforded to outstanding teacher candidates who have excelled at every phase of preparation and who are given barrier-free reciprocity in these states for the duration of their license. To learn more about how to become a MNTC Pre-candidate, go to www.aacte.org/mntc and click on Applicants: MNTC Pre-Candidates.

The following Web sites provide helpful information about reciprocity and teaching positions in other states:

www.nasdtec.org
www.epi-center.net/jobs/
<http://www.academploy.com/certif.cfm>
<http://www.ed.gov/index.jhtml>

GLOSSARY OF TERMS

AACTE The American Association of Colleges for Teacher Education is a national, voluntary association of colleges and universities with undergraduate and/or graduate programs to prepare professional educators.

ADP CENTER FOR TEACHER PREPARATION AND LEARNING TECHNOLOGIES A unit within the Center of Pedagogy, the ADP Center serves as the hub for research in pedagogy, curriculum development, instructional design and educational technology for teacher education faculty, students and practicing educators. Resources that can be found at the ADP Center and its Curriculum Resource Collection include curriculum guides and standards; sample textbooks; teaching videos; sample assessment tests; employment information; Praxis preparation materials; 3 classrooms of the future; Web resources and instructional software; computer lab; digital video and sound editing studio; global conferencing center; laminator, bookbinder, Ellison machine, and more.

AGENDA FOR EDUCATION IN A DEMOCRACY This Center of Pedagogy unit is responsible for maintaining the focus and vitality of the shared vision that bonds the faculty in education, the arts and sciences, and the public schools as they undertake their common work. The overarching purpose of the endeavor is to strengthen the voice of democracy in the ongoing discussion of the purpose and future of public education in the United States. *See also: National Network for Educational Renewal; Montclair State University Network for Educational Renewal*

CENTER OF PEDAGOGY The Center of Pedagogy is the office that coordinates all aspects of the preparation of teachers at MSU and is the first agency in the country to focus its resources on the direction and coordination of the various aspects of the renewal of teacher education both in the university and in the public schools. Although many may think of the Center as a place located on campus run by university faculty and staff, it is in fact more all-encompassing. The Center is comprised of the three groups that have the most direct impact on teacher education: the College of Education and Human Services, all of the other University colleges, and our partner school districts.

CERTIFICATE OF ELIGIBILITY WITH ADVANCED STANDING (CEAS) The CEAS is an instructional certificate issued by the state of New Jersey to completers of university-based professional preparation programs for certification. It is valid for life and it allows the holder to seek and accept employment in a NJ public school as a certified teacher. Students at MSU who apply for their initial certificate receive the CEAS. Once hired, their employing district enrolls them in the Provisional Teacher Program and requests that a Provisional License be issued: this is the license that actually allows the new teacher to be the teacher of record in the classroom. After one year of successful full time teaching experience under the Provisional License, the new teacher is issued a standard license. *See also: Provisional Teacher Program; Induction Year*

CLINICAL EXPERIENCE I This is the first field experience course for students in the Early Childhood (P-3) or Elementary Education (K-5) program. It is similar to the Fieldwork course taken by subject certification students, though Clinical I coursework and fieldwork differ significantly in scope and structure.

CLINICAL EXPERIENCE II This is the culminating field experience and course for Early Childhood (P-3) or Elementary Education (K-5) candidates. It is the equivalent of the Student Teaching course taken by subject certification students but like Clinical I, Clinical II differs significantly from student teaching in scope and structure.

COOPERATING TEACHER The classroom teacher who serves as a mentor, model, and peer for students enrolled in Fieldwork, Clinical Experience I, Student Teaching, or Clinical Experience II. Whenever possible, a student is assigned to the same teacher for both field experience semesters.

CURRICULUM RESOURCE COLLECTION (CRC) The CRC is located in the ADP Center and contains curriculum research, instructional planning materials, test prep materials, and more for students, school-based faculty and University faculty to use.

FIELDWORK At MSU this term refers to the time spent in a school setting during the follow courses: Clinical Experience I, Fieldwork, Student Teaching, and Clinical Experience II. For Early Childhood and Elementary Education students the term “clinical experiences” is more frequently used.

FIELDWORK DEPARTMENT This Center of Pedagogy unit coordinates all aspects of the fieldwork experiences of Teacher Education Program students from start (Field Experience Application) to finish (successful completion of student teaching).

INDUCTION YEAR This refers to the first year of teaching in New Jersey after graduating from an approved teacher education program. During this year the new teacher is enrolled in the Provisional Teacher Program and receives mentoring from teachers at his/her school as well as evaluations from the school principal. Upon successful completion of the year, the principal recommends that the teacher receive a Standard Certificate from the state of New Jersey.

STUDENT TEACHER The term used to describe a teacher education candidate during their culminating full-time full-semester internship in a classroom under the supervision of a cooperating teacher and University mentors.

MENTOR In the Teacher Education Program at MSU, this term refers to the University faculty and adjunct staff who conduct official observations of students in student teaching/Clinical II. A comparable term is *university supervisor*.

MULTICULTURAL INCLUSIVE TEACHER CANDIDATE ORGANIZATION (MINTCO) This organization provides undergraduate and graduate students with a community of learners from whom they can receive support, information, and advice as they progress through the Teacher Education Program at Montclair State University. The organization also provides a forum for networking with campus and public school faculty to discuss issues in education.

MONTCLAIR STATE UNIVERSITY NETWORK FOR EDUCATIONAL RENEWAL The MSUNER is an equal partnership between and among MSU and member public school districts that focuses on the simultaneous renewal of schools and teacher preparation. The member school districts understand and agree with the MSU philosophy of teacher education and employ that philosophy when working with MSU students engaged in fieldwork. In addition, the Network offers professional development for the teachers in the member districts.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) This organization’s dual mission is accountability and improvement in teacher preparation. The NCATE accreditation process establishes rigorous standards for teacher education programs, holds accredited institutions accountable for meeting these standards, and encourages unaccredited schools to demonstrate the quality of their programs by working for and achieving professional accreditation. Montclair State has been continuously accredited by NCATE since 1954.

NATIONAL NETWORK FOR EDUCATIONAL RENEWAL (NNER) Founded in 1986 by education researchers John Goodlad, Roger Soder, and Kenneth Sirotnik, the National Network for Educational Renewal is a “national laboratory” for implementing and testing the ideas that are central to the Agenda for Education in a Democracy. The NNER consists of 23 school-university partnership settings in 20 states – including Montclair State - that are focused on the simultaneous renewal of schools and the education of educators. At Montclair State this partnership is overseen by the Montclair State University Network for Educational Renewal. *See also: Agenda for Education in a Democracy; Montclair State University Network for Educational Renewal.*

NEW JERSEY CONSORTIUM FOR URBAN EDUCATION (NJCUE) NJCUE is designed to recruit, prepare and support teachers for positions in mathematics, the sciences, and special education in Newark, Paterson and Jersey City through an accelerated certification program.

NEW JERSEY DEPARTMENT OF EDUCATION (NJDOE) The agency responsible for overseeing all aspects of public education in the state, from certification to academic content standards to education policy.

THE PORTRAIT OF A TEACHER MSU's vision of the knowledge, skills, and dispositions of good teachers.

PRAXIS II A series of tests administered by the Educational Testing Service designed to assess candidates' knowledge of the subject matter they plan to teach. New Jersey uses these tests as part of its requirement for licensure for most instructional areas. Students at MSU are not considered program completers until/unless they pass the required PRAXIS II test(s) for their area of certification.

PROGRAM COMPLETER Someone who finishes a teaching certification program at Montclair State University and who the University can recommend to the state of NJ for certification.

PROGRESS REPORT The assessment form completed by cooperating teachers and mentors during the student teaching (Clinical II) semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are based on the Teacher Education Program's guiding outline, *The Portrait of a Teacher*. Progress reports are kept temporarily in student files, but eventually only the final report – the Summarized Record of Student Teaching – is kept on file.

PROVISIONAL TEACHER PROGRAM The state-run program of mentoring and evaluation designed to support first-year teachers who are teaching in NJ public schools under a Provisional License and who hold either a Certificate of Eligibility (CE) or Certificate of Eligibility with Advanced Standing (CEAS). *See also: Certificate of Eligibility with Advanced Standing; Induction Year*

SIMULTANEOUS RENEWAL This phrase refers to the opportunity for teachers in MSUNER school districts and MSU students to teach each other and learn from each other. Teachers can learn about MSU's philosophy of teacher education, receive professional development, and apply this professional development in their classroom as cooperating teachers for MSU students. At the same time, MSU students in the field can work with teachers who understand the MSU teacher education program and learn new and innovative teaching techniques with their cooperating teachers.

STUDENT TEACHING One of the courses/experiences in the Professional Semester. For Early Childhood and Elementary Education students this is now referred to as Clinical Experience II. Student teaching is the culminating field experience for teacher education students.

SUBJECT AREA CERTIFICATION In the Teacher Education Program at MSU, this term refers to any certification area other than Early Childhood (P-3) or Elementary Education (K-5). Special education and ESL are included in this classification.

SUMMARIZED RECORD OF STUDENT TEACHING The final assessment form completed by cooperating teachers and mentors during the student teaching (or Clinical II) semester. Based on a comprehensive rubric, the form asks for a rating on indicators that are correlated to MSU's Institutional Standards. The results of this assessment are used in determining whether student teachers have successfully completed their student teaching. This form is kept in the student's permanent file.

TEACHER EDUCATION ADMISSIONS AND RETENTION DEPARTMENT: A unit of the Center of Pedagogy, this office oversees undergraduate admission to the Teacher Education Program and the retention of all Teacher Education Program students.

TEACHER EDUCATION ADVOCACY CENTER (TEAC) A unit within the Center of Pedagogy, TEAC exists to enhance the quality of the Teacher Education Program at Montclair State University, particularly by encouraging and supporting the recruitment and preparation of students from minority groups (e.g. linguistic; cultural; racial and/or ethnic) into teaching.

URBAN TEACHING ACADEMY (UTA) The Urban Teaching Academy is a special strand in the Teacher Education Program that is designed to prepare and support candidates who make a commitment to teaching in urban schools.

CONTACT INFORMATION

Center of Pedagogy Unit	Name	Title	Extension
Center of Pedagogy	Main number	Directory	4262
	Dr. Jennifer Robinson	Executive Director	7691
	Ms. Caroline Murray	Assistant Director	7802
	Ms. Anita Veal	Secretary	7691
	Ms. April Serfass	Grants Administrator	7264
Teacher Education Admissions & Retention	Ms. Charity Dacey	Director	7976
	Ms. Adrina Quadrel	Program Advisor	7181
	Ms. Margaret Miller	Secretary	7976
Fieldwork Department	Ms. Scotta Van Dross	Program Specialist	7635
	Ms. Jennifer Amabile	Program Specialist	5246
	Ms. Carla Parry Engstrom	Program Specialist	3490
	Ms. Pat Gagnon	Secretary	4139
MSU Network for Educational Renewal	Ms. Cheryl Hopper	Director	5231
	Ms. Susan Kwolek	Program Assistant	5231
ADP Center	Mr. Gregg Festa	Director	7764
	Mr. Joseph Russo	CRC Coordinator	6916
	Main number	Receptionist	5220
Teacher Education Advocacy Center	Ms. Barice Williamson	Director	4110
	Dr. Leslie Wilson	Faculty Advisor	7693
	Ms. Jan Johnson	Program Assistant	7696
	Ms. Ruth Zerwitz	Counselor	7799
Urban Teaching Academy	Ms. Barice Williamson	Program Director	4110
	Ms. Mia Hargett	Secretary	5196
Agenda for Education in a Democracy	Dr. David Lee Keiser	Co-Coordinator	7199
	Dr. Leslie Wilson	Co-Coordinator	7693
Prudential Teaching Scholars	Dr. Rosemary Steinbaum	Director	6687
Improving Teacher Quality Partnership (ITQP)	Ms. Debra Whitlock	Coordinator	3136
Traders to Teachers	Mr. Laurence Greenberg	Director	4264
	Ms. Elizabeth Rosini	Project Coordinator	
Other Offices/Departments	Name	Title	Extension
Dean's Office, College of Education and Human Services	Dr. Ada Beth Cutler	Dean	5167
	Ms. Marcella Donovan	Secretarial Assistant	5167
	Dr. Tamara Lucas	Associate Dean	7128
	Dr. Kim O'Halloran	Associate Dean	7128
	Ms. Jean LaVista	Secretary	7128
	Ms. Leslie Jenkins	Assistant Dean	5192
	Ms. Barbara Perry	Secretary	5192
Curriculum and Teaching Dept.	Dr. David Schwarzer	Chair	5187
	Ms. Laura Foresta	Secretary	5187
	Ms. Susan Hagen	Dept. Administrator	6908
Dept. of Early Childhood, Elementary, and Literacy Education	Dr. Tina Jacobowitz	Chair	7191
	Ms. Felicia Hines	Secretary	5407
	Ms. Tricia Watson	Dept. Administrator	7360

Visit the Center of Pedagogy Blackboard Community for news, information, and upcoming events.

To get to the site, go to Blackboard and enter your NetID and password. Click on the red "Community" tab and choose Center of Pedagogy. Visit the College of Education and Human Services Web site at <http://cehs.montclair.edu/> for links to the Center of Pedagogy, Teacher Education Program, and other information contained in this Handbook.

✓✓✓✓✓✓✓✓ **STUDENT CHECKLIST** ✓✓✓✓✓✓✓✓

Undergraduate

	What to do	Deadline	Where to learn more
<input type="checkbox"/>	Take courses required for admission to the Teacher Education Program.	Must be taken semester prior to semester in which applying to Teacher Education Program	page 14
<input type="checkbox"/>	Set up MSU email account to receive Teacher Education Program emails; check out the CoP Blackboard site.	As soon as possible!	
<input type="checkbox"/>	Apply to the Teacher Education Program.	Fall application deadline: 2 nd Monday in September Spring application deadline: 4 th Monday in January	pages 10, 14-16
<input type="checkbox"/>	Attend the admissions orientation.	December for Fall admits; May for Spring admits	Check <i>Blackboard</i> for dates.
<input type="checkbox"/>	Take required PRAXIS II exam(s) and submit passing scores to Teacher Education Admissions & Retention.	A hard copy of passing scores must be submitted by August 15 th for fall student teachers and by January 8 th for spring student teachers.	pages 13, 17-18, 65
<input type="checkbox"/>	Apply for a substitute teaching license.	Once 60 credits have been completed	page 68
<input type="checkbox"/>	Submit Field Experience Application to the Fieldwork Department.	October 1 st to do Fieldwork/ Clinical I in spring; March 1 st to do Fieldwork/Clinical I in fall	pages 10, 16-17, 26
<input type="checkbox"/>	Take a Mantoux test.	Just prior to the Fieldwork/Clinical I semester	
<input type="checkbox"/>	Attend the student teaching orientation.	September for fall student teachers; late January/early February for spring student teachers	Check <i>Blackboard</i> for dates.
<input type="checkbox"/>	File for final audit at Registrar.	See page 24 for deadline chart.	page 24
<input type="checkbox"/>	File for certification at Registrar.	See page 24 for deadline chart.	page 24

Graduate

	What to do	Deadline	Where to learn more
<input type="checkbox"/>	Apply to the Graduate School for admission to the Teacher Education Program.	Admissions are accepted on a rolling basis.	pages 19-20
<input type="checkbox"/>	Attend Graduate orientation.	January for Fall admits; August for Spring admits	Check <i>Blackboard</i> for dates.
<input type="checkbox"/>	Set up MSU email account to receive Teacher Education Program emails; check out the CoP Blackboard site.	As soon as possible!	
<input type="checkbox"/>	Apply for a substitute teaching license.	Upon admission to the Post BA or MAT Program	
<input type="checkbox"/>	Submit Field Experience Application to the Fieldwork Department.	October 1 st to do Fieldwork/ Clinical I in spring; March 1 st to do Fieldwork/Clinical I in fall	pages 10, 20, 26
<input type="checkbox"/>	Retake Praxis II tests if needed.	Passing scores must be submitted during or before Fieldwork/Clinical I.	pages 12, 20, 65
<input type="checkbox"/>	Take a Mantoux test.		
<input type="checkbox"/>	Attend the student teaching orientation.	September for fall student teachers; late January/early February for spring student teachers	Check <i>Blackboard</i> for dates.
<input type="checkbox"/>	File for final audit at Registrar.	See page 24 for deadline chart.	page 24
<input type="checkbox"/>	File for certification at Registrar.	See page 24 for deadline chart.	page 24