



TEACHER EDUCATION HANDBOOK

School of Education
Academic Year 2019-2020

Stockton University

School of Education

Teacher Education Handbook

Academic Year 2019-2020

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Table of Contents

INTRODUCTION	1
MISSION AND GOALS OF THE TEACHER EDUCATION PROGRAM (REVISED MAY 2015).....	1
ACCREDITATION & PROGRAM OVERVIEW	1
OPTIONAL BACHELOR OF ARTS IN TEACHER EDUCATION (BATE).....	1
CRITERIA FOR ALL CANDIDATES FOR THE PROFESSIONAL EDUCATION SEQUENCE.....	2
MATRICULATION AND MAJOR	2
PRECEPTORIAL ADVISING	2
STATE-MANDATED BASIC SKILLS FOR EDUCATORS: PRAXIS CORE ACADEMIC SKILLS TESTS	2
GPA REQUIREMENTS	3
OFF-CAMPUS COURSEWORK AND TRANSFER CREDITS	3
CONTENT COURSE REQUIREMENTS (SUBJECT MATTER).....	3
ACADEMIC PROGRAMS & DEGREE WORKS	4
TRANSCRIPT REVIEW.....	4
TECHNOLOGY EXPECTATIONS.....	4
DISABILITIES SERVICES VIA STOCKTON’S LEARNING ACCESS PROGRAM.....	4
BEFORE ENTERING THE EDUCATION SEQUENCE	6
OPEN-ENROLLMENT EDUCATION COURSES – REQUIRED OF ALL CANDIDATES	6
<i>Gateway to the New Jersey Teaching Profession (EDUC 2000)</i>	6
OPEN ENROLLMENT COURSES-PROFESSIONAL REQUIREMENTS	6
PLANNING CONSIDERATIONS	7
THE EDUCATION SEQUENCE.....	8
PROFESSIONAL EDUCATION COURSES.....	8
Content/Subject Matter Coursework	8
Clinical Evaluation	8
Delayed Beginning and/or Extended Absence from the Program	8
Stockton’s Learning Access Program	9
CLINICAL EXPERIENCE SEMESTER	9
PART-TIME CLINICAL PRACTICE I SEMESTER.....	9
<i>Part-time Clinical Practice I Semester courses</i>	9
PART-TIME CLINICAL PRACTICE II SEMESTER.....	9
<i>Part-time Clinical Practice II Semester courses</i>	10
FULL-TIME FINAL CLINICAL PRACTICE SEMESTER	10
<i>Full-Time Final Clinical Practice Semester courses</i>	10
CERTIFICATION EXAM REQUIREMENTS	12
THE PRAXIS II TESTS	12
Registering for the Praxis II Test	12
<i>Elementary Certification with Middle School Specialization</i>	12
<i>Subject Matter Certifications</i>	12
<i>World Language Certification Test (OPI)</i>	13
<i>Educative Teacher Performance Assessment (edTPA)</i>	13
What is it?.....	13
How does this impact the teacher candidate?	13
Additional edTPA resources.....	13
CLINICAL PLACEMENT COMPONENTS - EXPECTATIONS, POLICIES, AND GUIDELINES	15
EXPECTATIONS.....	15
POLICIES.....	15
GUIDELINES	16
<i>Professional Conduct</i>	16

COMPLETION OF STUDENT TEACHING AND STATE CERTIFICATION	18
<i>Graduation</i>	18
<i>Program Distinction</i>	18
<i>Certification Application</i>	18
<i>Licensure</i>	18
<i>Missing Content Courses</i>	18
<i>edTPA</i>	18
<i>Recommendation for Certification from the School of Education</i>	19
<i>Receipt of the Actual Teaching License/Certificate</i>	19
BEHAVIORAL EXPECTATIONS, VIOLATIONS AND TERMINATION.....	20
BEHAVIORAL EXPECTATIONS FOR CONTINUATION AND CERTIFICATION IN THE EDUCATION PROGRAM.....	20
PROCEDURES FOR REVIEW OF ALLEGED VIOLATIONS OF BEHAVIORAL EXPECTATIONS	21
<i>Level 1 Review</i>	21
<i>Level 2 Review</i>	21
<i>Level 3 Review</i>	21
<i>Level 4 Review</i>	22
<i>Level 5 Review</i>	22
SPECIAL SITUATIONS.....	22
PROFESSIONAL EDUCATION SEQUENCE TERMINATION PROCEDURES	22
<i>Definition</i>	22
<i>District and/or School of Education Policies</i>	22
<i>Reasonable Cause</i>	23
<i>Procedure</i>	23
<i>Charges for Incurred Expenses</i>	23
<i>Grading/Withdrawal</i>	23
APPENDICES	24
PERSONAL RELATIONSHIP, PAID WORK, AND SUBSTITUTE TEACHING DISCLOSURE FORM	24
CAREER OPPORTUNITIES.....	25
NEW JERSEY PROFESSIONAL STANDARDS FOR TEACHERS.....	26
NEA CODE OF ETHICS OF THE EDUCATION PROFESSION	27
<i>Preamble</i>	27
<i>Principle I – Commitment to the Student</i>	27
<i>Principle II – Commitment to the Profession</i>	27
REPORTING OF ALLEGATIONS OF CHILD ABUSE	29
<i>Types of Abuse</i>	29
<i>Classroom Signs</i>	29
DANIELSON FRAMEWORK FOR TEACHING	30

Introduction

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

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

Our novice teachers:

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

Accreditation & Program Overview

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

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

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

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

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

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

Optional Bachelor of Arts in Teacher Education (BATE)

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

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

Criteria for All Candidates for the Professional Education Sequence

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

Matriculation and Major

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

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

For more details, consult the Office of Admissions web site at <https://stockton.edu/admissions-scholarships-aid/index.html>.

Preceptorial Advising

The university maintains an advising program to support students from acceptance at Stockton University through program completion. At entry to Stockton University, students have access to Degree Works and are assigned a preceptor. The preceptor provides guidance with the area of study and can assist with review of degree progress using Degree Works. For education concentrations within all majors on campus, students will receive two preceptors. One will be for their major content area and one for their education concentration. Students may also seek assistance from the Office of Academic Advising. Students should seek regular guidance from their preceptor based on the university preceptorial advising structure. Upon acceptance into the program, candidates should meet with their education preceptor each semester. This assists candidates with planning including requirements beyond coursework and timely program completion.

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

Document one of the following (the New Jersey Department of Education does not allow mixing/matching):

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

Please note:

Sign up for the Core Academic Skills for Educators: Praxis Core Basic Skills Tests at <https://www.ets.org/praxis/nj/requirements>. Make sure to select Stockton as your recipient when you are taking the test.

Praxis Retake Policy: Tests that are offered continuously may be taken once every 21 days, not including the initial test date.

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

GPA Requirements

As of September 1, 2015, candidates gaining entrance into the Stockton TEDU certification course sequence must have a minimum 3.0 GPA and pass the Praxis II without the use of the “flex rule” to qualify for Student Teaching.

Any appeal of this provision must go to the Program Coordinator. Candidates with a GPA of 2.75 or higher who have passed Praxis II may be eligible for a waiver, via an application process in the FAQ section of this web site: <https://stockton.edu/education/faq.html>. Until a 3.0 GPA is reached a waiver must be applied for every semester. **While candidates may enter the program with a 2.75-3.0 GPA and a waiver, Stockton ONLY recommends candidates with a 3.0 GPA for a CEAS to the NJDOE within the professional education guidelines.**

*** See above

Off-Campus Coursework and Transfer Credits

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

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

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

Please note:

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

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

Content Course Requirements (Subject Matter)

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

Content requirements vary depending upon the specific grade level (Pre K or elementary) or the specific K-12 or secondary subject matter (art, mathematics, French, for example) as aligned with state licensure requirements at: <http://www.state.nj.us/cgi-bin/education/license/endorsement.pl?string=999&maxhits=1000&field=2>

- The elementary certificate requires 60 credits in liberal arts
- The middle school endorsement requires an elementary certificate and 15 credits in a subject area. This also requires the corresponding middle school Praxis II in that subject area
- The preK-3 certificate requires 24 credits in preschool literacy and early childhood development
- The subject matter certifications require 30 credits in the subject, with 12 of these credits at the junior or senior level, and specific courses for some subject matter areas (for example Art and Social Studies).

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

Please note:

Only content courses with grades of C or better may be applied toward certification. See the School of Education web page for curriculum worksheets: <https://stockton.edu/education/index.html>.

Academic Programs & Degree Works

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

Transcript Review

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

Technology Expectations

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

Disabilities Services via Stockton's Learning Access Program

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

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

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

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

Before Entering the Education Sequence

Open-Enrollment Education Courses – Required of All Candidates

Gateway to the New Jersey Teaching Profession (EDUC 2000)

This 1 credit course is required for entry into the teacher education program. This is a graded course and must be successfully completed by demonstrating the following:

1. Passing Grade in Gateway EDUC 2000: Candidates must earn a **B- or better** in the Gateway course to continue in the program. (EDUC 2000 also includes the HiP Training.) Candidates may retake the Gateway EDUC 2000 course one additional time.
2. Passing Scores in the New Jersey Basic Skills Requirement (Praxis Core or equivalent SAT, ACT, or GRE scores).
3. Criminal History Background Check Approval Clearance Letter from the State of New Jersey: Complete the NJDOE required Criminal History Review Process and bring printed documentation of the approval clearance letter to the Stockton School of Education.
 - The background check includes fingerprinting through the state’s contracted service provider (Morpho Track). For more information on how to proceed please see our FAQ page on our website: <https://stockton.edu/education/faq.html>.
 - After finger printing, the candidate must print out their clearance letter from the state that is generally available 14 days after the appointment at <https://homerom5.doe.state.nj.us/chrs16/?app=emp-history>. Candidates must provide a copy of the APPROVAL CLEARANCE LETTER with the state seal to the School of Education.
 - Certain school districts require both the clearance letter and a Substitute Teacher certificate. In addition to the clearance letter and sub certificate from the state, individual districts may also require additional documentation. Search: <https://stockton.edu/education/faq.html>.
 - See the following link for information <http://nj.gov/education/educators/crimhist/>.
 - **No clinical placements can be made until the clearance letter is received.**
 - Please note: a criminal record may preclude entrance into a teacher preparation program.
4. TB (Mantoux) Test: Submit documentation of a negative tuberculosis (TB) test (Mantoux or PPD type) to the School of Education Office. The test must have been taken within the last two years. The TB test may be administered by a personal physician or by the Stockton Office of Health Services.
5. NJ State Code Exam: Pass the NJ State Code Exam in physiology, hygiene, and substance abuse issues. Candidates who have completed basic military training or other appropriate coursework in human biology, health, or nutrition may be exempt.
The exam is offered free of charge in the School of Education Office.
The state code exam is also administered through any county school superintendent’s office.
6. Attendance at all class meetings required by instructor(s) is mandatory.

Open Enrollment Courses-Professional Requirements

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

Equivalent transfer courses must be reviewed and approved.

Diversity: GSS 3360 - Schools of the Future, or equivalent

Instructional Technology: INTC 2610 - Instructional Technology for K-12 Teachers, or equivalent

Inclusive Learning: EDUC 2241 - Inclusive Learning in Education, or equivalent

Development of the Learner: EDUC 2231 - Development of the Learner, or equivalent PSYC courses (Required for PSYC majors)

Planning Considerations

Candidates commonly plan for personal events beyond the academic semesters while attending the University. Events may include but are not limited to vacations, destination weddings, or overseas trips. Due to the specialized nature of the Teacher Education Program, candidate responsibilities may fall between official term dates. With this in mind, you must **check with the School of Education before planning any extended time away**. Below are examples of events that will occur between terms within the Professional Education semesters. Missing either of them can result in you falling behind or even delaying coursework.

- **Summer Clinical Practice I Semester-** A mandatory meeting is held in late February for those wishing to be considered for this summer term (4:30 Meeting module during academic semester). Candidates must also be available daily from the last day of Spring term (early May) until end of June to gather the required 80 hours of clinical hours in a K-12 setting. In addition, course sessions will extend into late July.
- **Final Clinical Practice Semester-** Mandatory Student Teaching Meeting- You must attend a mandatory meeting between the Clinical Practice II and Final Clinical Practice semester (Full time Student Teaching). This meeting is held in mid-December (for a Spring placement) and mid-August (for a Fall placement).

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

- **Summer Clinical Experience:** March 1st
- **Summer Clinical Practice I:** February 1st

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

The Education Sequence

Professional Education Courses

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

- Clinical Experience Semester
- Part-time Clinical Practice I Semester
- Part-time Clinical Practice II Semester
- Final Clinical Practice/Student Teaching Semester

Pre-requisites for Permits:

A candidate must meet all criteria for the Teacher Education Program to receive registration permits for the Professional Education Requirements, including state-mandated GPA (or waiver) and New Jersey Basic Skills requirements, the state code exam, the TB test, the background-check clearance letter from the state, and the Gateway course (EDUC 2000) with a grade of B- or better.

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

Minimum Grade and Retake Policy: Candidates must earn a grade of a B minus (B-)* or higher in each course in the professional education sequence. Candidates may retake each Professional Education course one time. * Exception: EDUC 4992: C or better.

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

Content/Subject Matter Coursework

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

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

Clinical Evaluation

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

Delayed Beginning and/or Extended Absence from the Program

There are many reasons why a candidate might delay beginning the Professional Education courses after completing the Gateway course, or why a candidate might stop out of the program. When either of these gaps in attendance occurs, the candidate will have to meet additional requirements in order to comply with the most recent policies and procedures for continuation in the program. These additional requirements may include assessments, other testing, credit bearing clinical placement or a combination of these as deemed necessary by

the program coordinator. In such cases, the candidate must meet with the Program Coordinator prior to the anticipated return term to create a recommended re-entry plan.

Stockton's Learning Access Program

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

Clinical Experience Semester

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

The courses during the Clinical Experience Semester provide candidates with an overview of the P-12 school setting, the roles and responsibilities of school personnel including teachers, and the ways in which school personnel interact with communities and parents. This experience includes completing 50 clinical placement hours in a designated urban school district with at least 2 classroom settings to develop an understanding of diversity within a school, the school culture, and the regular classroom teacher's roles and responsibilities including meeting the needs of learners.

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

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

Part-time Clinical Practice I Semester

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

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

Beyond course grade requirements, a candidate must pass the Praxis II for their initial certification area by the established deadline during Clinical Practice I, without the use of the state "flex" rule, in order to move forward to the Part-Time Clinical Practice II Semester. Candidates with a GPA between 2.75 and 3.0 must also get a waiver to continue to the next semester.

Elementary certification candidates seeking Final Clinical Practice in a middle school setting, must pass middle school Praxis II and must have 15 credits in the desired middle school area.

Part-time Clinical Practice I Semester courses

- EDUC 3101—Part-time Clinical Practice I in Education [2 credits] – includes 80 hours of clinical placement in a P-12 setting
- EDUC 3200—Practices and Techniques of Teaching [4 credits] – **for K-6, K-12, and 7-12 candidates only**
- EDUC 3300 – Foundations of Early Childhood Education [4 credits] – **for P-3 candidates only**
- EDUC 3251 – Language and Motor Development [3 credits] – **for P-3 candidates only**

Part-time Clinical Practice II Semester

The courses in the Part-time Clinical Practice II Semester build on the previous semester with a focus on content and grade-level specific pedagogical strategies, classroom management, curriculum development/alignment,

advanced assessment practices, and the impact of reading on learning. Candidates will take a more direct teaching role in an assigned P-12 setting during the 100 hours of required clinical placement including small and whole-group instruction. All courses are designed for the specific certification areas.

Part-time Clinical Practice II Semester courses

- EDUC 4600 —Part-time Clinical Practice II in Education* [2 credits] – includes 100 hours of clinical placement in a P-12 setting
- EDUC 4110 — Methods of Teaching English Language Arts Literacy [2 credits] - ***for K-6 candidates only***
- EDUC 4150 — Methods of Teaching Elementary Math [4 credits] - ***for K-6 candidates only***
- EDUC 4610 —Curriculum and Methods in Elementary Education [3 credits] - ***for K-6 candidates only***
- EDUC 4120 — Reading in the Content Area [2 credits] - ***for K-12 and 7-12 candidates only***
- EDUC 4640 — Methods of Teaching Secondary/K-12 [4 credits] - ***for K-12 and 7-12 candidates only***
- EDUC 4151 — Curriculum Instruction & Assessment [3 credits] – ***for P-3 candidates only***
- EDUC 4612 – Interdisciplinary Studies with Early Childhood Education [4 credits] - ***for P-3 candidates only***

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

Beyond course grade requirements, students must earn a 3.0 GPA or higher to be able to enroll in the Final Clinical Practice semester.

Full-time Final Clinical Practice Semester

Full-time Final Clinical Practice Semester includes a full time Student Teaching experience of observing, planning, and teaching in area public Pre-K, elementary or secondary schools. Full-time Final Clinical Practice is an experience that requires additional time out of school to prepare lessons, mark papers, schedule parent-guardian conferences, etc. Candidates must see that personal obligations, including employment, do not interfere with their success during this final semester. This is a full- time, unpaid internship.

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

Full-Time Final Clinical Practice Semester courses

- EDUC 4990 - Full-time Final Clinical Practice (Student Teaching) [12 credits] – a full semester experience of observing, planning, and teaching in a designated public PreK, elementary or secondary school setting under the oversight of a University Supervisor and mentor teacher(s)
- EDUC 4991 - Full-time Final Clinical Practice Seminar [2 credits] - co-requisite with Full-Time Final Clinical Practice; topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation.
- EDUC 4992 – edTPA Capstone [2 credits] - a co-requisite with Full-Time Final Clinical Practice; course serves as a support of the preparation and completion of the state-mandated performance assessment, edTPA, during Student Teaching.

The School of Education provides a ***Student Teaching Handbook*** with detailed information for this semester.

Important:

1. Candidates are strongly advised to complete all of the subject matter /content coursework required for state licensure before Student Teaching to avoid delay in licensure.
2. Candidates must earn a grade of a B minus (B-) or higher in each course in the professional education sequence of courses.
3. A candidate may re-take courses in the Professional Education sequence only one time.

4. Candidates are expected to adhere to behavioral expectations in the University setting and while in a P-12 setting. Any behavior in violation of policy can result in actions including withdrawal from course(s). See handbook section for more details.
 5. The School of Education reserves the right to determine whether or not the candidate will be permitted to repeat Full-time Final Clinical Practice, after a period of reflection and mandatory meeting with the Program Coordinator and Strategic Partnership Specialist.
 6. Criminal History: Disqualifying information sent to Stockton while any candidate is enrolled in Full-time Final Clinical Practice will result in immediate removal from the P- 12 School unless/until the matter is cleared.
-

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

Certification Exam Requirements

The Praxis II Tests

Praxis II and any other State of New Jersey required certification exams must be taken, passed, and filed with the School of Education **prior to applying for a placement in PT Clinical Practice II.**

Candidates must take and pass the Praxis II tests in the same series of tests as required by the State of New Jersey for certification: <https://www.ets.org/praxis/nj/requirements>.

Candidates should check on their test results that the test is both “passed and met.”

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

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

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

Praxis II Retake Policy:

Tests that are offered continuously may be taken once every 21 days, not including the initial test date.

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

In the case of a combined test, individual tests can only be taken after a 21-day period.

Registering for the Praxis II Test

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

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

Elementary Certification with Middle School Specialization

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

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

Subject Matter Certifications

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

World Language Certification Test (OPI)

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

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

For more information on the OPI, consult the following link: <http://www.languagetesting.com>

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

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

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

Educative Teacher Performance Assessment (edTPA)

The state of New Jersey has mandated this performance assessment for all candidates seeking teacher certification on or after September 1, 2017 during the Final Clinical Practice Semester. As of September 1st 2019, candidates must meet the state cut score. See more details at https://www.edtpa.com/PageView.aspx?f=GEN_NewJersey.html.

What is it?

The edTPA is a subject-specific teacher performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) in partnership with the American Association of Colleges of Teacher Education (AACTE). This portfolio-based assessment is completed by a teacher candidate during Student Teaching and focuses on a learning segment of 3-5 lessons in one class/content area*. (*Elementary candidates focus on two content areas: language arts literacy & mathematics.) The teacher candidate will submit artifacts (i.e., lesson plans, instructional materials, selected videos, assessments, and feedback and candidate work samples) video clips, and written commentaries as evidence of his/her teaching proficiency.

How does this impact the teacher candidate?

The candidate will be acclimated to the performance assessment within coursework of the program leading up to and including the Final Clinical Practice Semester (i.e. Student Teaching). During Student Teaching, candidates take the course, EDUC 4992 *edTPA Capstone*. This course, consisting of a series of mandatory sessions, will assist candidates with the preparation of and submission of the edTPA assessment. Details are provided later in this handbook and are available at resources noted below.

All work completed as part of the edTPA assessment is the teacher candidate's full responsibility. Mentor Teachers and University Supervisors will serve as supports in the process but may not directly contribute to the edTPA assessment. Teacher candidates are encouraged to seek input and guidance regarding their planning, instruction and assessment methods early in the term. This will help guide teacher candidates when it comes time to complete edTPA tasks.

Teacher candidates are given a copy of the edTPA Handbook (HB) based on their major, licensure, and Student Teaching placement. This HB, along with supporting documents, is the candidate's guide to the edTPA's requirements, structure, language, and evaluation rubrics. It is critically important that candidates read, understand and consistently review the HB, commentary templates and associated documents while working on the edTPA.

Additional edTPA resources

The teacher candidate will receive additional information on the edTPA at the required Student Teaching Meeting and subsequent edTPA Capstone course sessions.

Below are several resources that may help you become more familiar with the requirements of the edTPA. Please take some time to review these sources.

- New Jersey's performance assessment website:
<http://www.nj.gov/education/educators/rpr/preparation/assessment/>
- edTPA official site: <https://www.edtpa.com/>
- American Association of Colleges for Teacher Education (AACTE) edTPA site:
<http://edtpa.aacte.org/about-edtpa>

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

Clinical Placement Components- Expectations, Policies, and Guidelines

Expectations

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

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

Policies

All clinical placements are coordinated and organized by the School of Education via an online application due October 1 or April 1 (February 1 or March 1 for summer). However, all final decisions regarding placement are at the discretion of the School of Education.

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

A candidate may not conduct student teaching at a site that has not been authorized and approved by the School of Education. The student teacher generally may not be placed in a school where he/she has had a personal or professional relationship (a school that he/she attended and/or graduated, a school where family members are attending or working, or a school where he/she substituted or completed clinical placement). If a candidate is placed in a school where that candidate has had a personal relationship (a school that he/she attended and/or from which he/she graduated, a school where family members are attending or working, or a school where he/she substituted or completed other clinical placement), ***this relationship must be disclosed at the time of the application or at the time of the placement. The disclosure form can be found in the Teacher Education Handbook Appendix.***

Note:

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

Many factors go into a school's decision to accept a candidate for a clinical placement. School administrators and prospective Mentor Teachers may want to interview Student Teaching candidates. All placements must be approved by the local Board of Education. When the placement is officially confirmed, the School of Education will notify the candidate. The student teacher should then communicate directly with the Mentor Teacher.

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

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

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

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

Guidelines

Professional Conduct

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

You are expected to follow these, as well as other rules and policies unique to your clinical placement setting. Failure to follow these rules will result in your dismissal from your clinical placement and disciplinary action may be taken based on the behavioral guidelines.

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

- As soon as you receive your clinical placement confirmation, please contact the school immediately. Identify yourself as a candidate in the School of Education Program at Stockton, give them your name, and schedule a time to meet with the Mentor Teacher. **Note: In summer, many teachers do not check their email.**
- Be prompt and attend as expected. Follow the school's procedures for check -in upon entering or leaving the building.
- Do not discuss school matters outside of a professional context. The professional context includes teachers, school administrators and other educational personnel, University Supervisor, and the School of Education faculty. Rumors and statements based on misconceptions or half- truths can cause embarrassment to the school community, the School of Education, the University, and to the student teacher.
- **Most school districts will be implementing strict guidelines on the use of electronics by both students and staff. Make certain that you have read these local guidelines.**
 - Do not contact or interact with students in any way outside of the classroom or school setting. No social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are allowed.
 - If a student makes any attempt to interact with you in any way outside of the academic setting, including online email or social networking, do not respond. Report the attempted contact to your Mentor Teacher, clinical instructor, and program coordinator immediately.
 - Do not use any personal electronic devices while you are engaged in your clinical placement experience placements. This includes texting while in the classroom.
 - Do not discuss your clinical placement on any social media
 - Do not take photographs of your students; this includes any and all internet- based photo apps, unless you have signed release forms from your Mentor Teacher to do so.
 - Any video required for instructional purposes must be approved in advance. For all edTPA-related work, follow Stockton University protocol for recording devices, video storage, upload (and supervision, if required).
 - Please leave your phone in your vehicle.
- Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code.
- Pupils may have allergies to cologne and /or heavily scented products; do not use these while in contact with pupils.
- Always use appropriate professional language.

- In the public schools, students do not call teachers by their first names. As a professional educator, the student teacher should always be addressed as Mrs., Ms., Mr., or whatever title is appropriate.
- Follow all general school policies regarding such things as chewing gum, eating, smoking, parking, etc.
- Make effective use of planning time to reflect, improve lessons or provide student feedback.
- Do nothing to undermine the delicate relationship between a teacher and his/her students. Remember you are a guest in this classroom. Always follow the classroom teacher's directions when working with his/her students.
- Approach any suggestions or questions with the Mentor Teacher and/or Supervisor privately and respectfully.
- Expect continued analysis of your classroom performance by experienced educators. Accepting constructive criticism without defensiveness and incorporating that feedback into future lessons is an essential part of your own professional development.

Completion of Student Teaching and State Certification

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

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

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

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

Behavioral Expectations, Violations and Termination

Behavioral Expectations for Continuation and Certification in the Education Program

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

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

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

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

1. Behaviors in violation of the Campus Conduct Code (as found in the University Bulletin and Student Handbook). <https://stockton.edu/information-technology/documents/acceptable-use/campus-conduct-code.pdf>.
2. Consistent failure to meet the New Jersey Professional Standards for Teachers. See Handbook of the Stockton Teacher Education Program, Student Teaching Handbook, and N.J.A.C.6A:9. <http://www.state.nj.us/education/profdev/profstand/teacherstandardsoverview.pdf>
3. Multiple faculty reports to the program coordinator or administrators about a candidate's negative actions or attitudes regarding the teaching profession.
4. Unprofessional or unethical behavior as described in the Handbook of the Stockton Teacher Education Program and the Student Teaching Handbook.
5. Behavior in the School of Education (corridors, classrooms, offices, and lounges) or in certification coursework, or in clinical placement, or in Student Teaching that is deemed unacceptable by course instructors, faculty (including Program Coordinator) and staff of the School of Education, or field placement district school personnel (based on that field placement district's school's code of conduct or policies and/or the Stockton University's policies).
6. Irresponsible behaviors may include disregard or disrespect for the school's policies and procedures or the University's policies and procedures.
7. Behavior considered conduct unbecoming a New Jersey Certified Teacher, including factors that the New Jersey Department of Education would use to rescind or deny teacher certification.

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

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

Procedures for Review of Alleged Violations of Behavioral Expectations

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

Level 1 Review

If it is determined that the candidate had problems in the School of Education and/or field placements and such problems were not caused by the candidate's improper action, the School of Education will provide the candidate with an alternative field placement. The circumstances will be recorded in the candidate's file.

Level 2 Review

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

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

Level 3 Review

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

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

Level 4 Review

When a candidate's behavior violates any expectations listed in items 1-7 ([p. 18](#)), the Program Coordinator, and Dean of Education reserve the right to immediately terminate the candidate from a placement and/or the Teacher Education program. The following procedure will be followed:

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

Level 5 Review

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

Special Situations

1. In the case of consecutive absences by your Mentor Teacher, the clinical placement candidate/student teacher must contact the University Supervisor and Strategic Partnership Specialist: fielddirector@stockton.edu.
2. A clinical placement candidate/student teacher that is involved in any situation or incident where legal action is possible, and/or is a witness or party to the situation or incident, must report this to the Strategic Partnership Specialist immediately.
3. If a candidate does not complete their edTPA by the time Student Teaching ends, an extended placement will require that you stay in the classroom until the end of the week in order to provide minimal disruption and continuity in instruction for the P-12 students in the room.
4. If any problems arise that the clinical placement candidate/student teacher and the Mentor Teacher(s) cannot resolve, the clinical placement candidate must contact the Strategic Partnership Specialist and in the case of Student Teaching, the candidate must contact the University Supervisor who - in turn - will contact the Strategic Partnership Specialist.
5. Occasionally, a candidate is unable to meet the performance standards of clinical components, either clinical placement or Student Teaching; or a candidate comes to the realization that he/she does not wish to pursue a career in teaching. A decision to discontinue or terminate the clinical placement experience should be discussed with the University Supervisor (during Student Teaching) and the Strategic Partnership Specialist.

Professional Education Sequence Termination Procedures

Definition

There are three types of termination:

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

District and/or School of Education Policies

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

Handbook) and the New Jersey Professional Standards for Teachers (N.J.A.C.6A: 9). A breach of any of the above may result in termination from the program.

Reasonable Cause

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

Procedure

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

Charges for Incurred Expenses

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

Grading/Withdrawal

Grading and withdrawal procedures will be determined on an individual basis according to the policies outlined by the University, and at the discretion of the Dean of Education. No incompletes will be awarded in Student Teaching (EDUC 4990 and EDUC 4991). There are only two attempts permitted for Student Teaching. If you plan to register for your second attempt, you must first meet with the Program Coordinator for a debrief of your first attempt to design and implement an improvement plan. After the improvement plan has been successfully completed, the Program Coordinator and Dean may grant you to continue to your second and final attempt to pass Student Teaching.

Appendices

Personal Relationship, Paid Work, and Substitute Teaching Disclosure Form

Candidate Name _____ Z _____

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

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

- Generally, candidates may **not** be placed in a school where they have had a personal relationship (a school where they attended and/or from which they graduated, a school where family members are attending or working, or a school where they have worked/substituted). **Candidates may NOT work or substitute in a district concurrently with a placement; such paid work may ONLY be done AFTER the candidate confirms completion of a placement. Candidates may NOT work more than 100 hours in any building where they wish to obtain a future placement. Any questions about this policy must be referred to the Dean.**
- Candidates placed in a school where they **have had** a personal relationship and/or been employed for more than 100 hours (see above), **must disclose this relationship at the time of the application and at the time of the placement on this form.**
- Failure to disclose this information could result in the termination of the placement and other actions as deemed appropriate by the School of Education.** In general, candidates who can demonstrate that the prior relationship/employment will not pose a conflict will be permitted to remain in the placement. However, if a conflict arises, the School of Education may have no alternative but to discontinue the placement.

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

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

- Personal relationship
- Prior paid work/substitute teaching of 100 hours or more
- Intent to substitute between consecutive placements

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

Candidate _____ Coordinator _____
(date) (date)

Clinical Placement Office _____ Dean _____
(date) (date)

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

Printed Name _____ Signature _____
(title) (date)

Career Opportunities

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

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

Candidates should seek advice from the Career Center — (609) 652-4650. <https://stockton.edu/career-center/>

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

www.njhire.com

www.usteach.com

www.Teachers-Teachers.com

www.nea.org

www.calteach.com

www.teacherssupportnetwork.com

www.njschooljobs.com

New Jersey Professional Standards for Teachers

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

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

The Learner and Learning (Standards 1-3)

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

Content Knowledge (Standards 4-5)

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

Instructional Practice (Standards 6-8)

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

Professional Responsibility (Standards 9-11)

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

NEA Code of Ethics of the Education Profession

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

Preamble

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

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

Principle I – Commitment to the Student

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

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

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

Principle II – Commitment to the Profession

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

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

In fulfillment of the profession, the educator –

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

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

Adopted by the NEA 1975 Representative Assembly

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Reporting of Allegations of Child Abuse

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

Types of Abuse

Physical, Sexual, Emotional, Neglect, and Abandonment

Classroom Signs

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

Danielson Framework for Teaching

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

<p>DOMAIN 1: Planning and Preparation</p> <p>1a <u>Demonstrating Knowledge of Content and Pedagogy</u></p> <ul style="list-style-type: none"> • Content and the structure of the discipline • Prerequisite relationships • Content-related pedagogy <p>1b <u>Demonstrating Knowledge of Students</u></p> <ul style="list-style-type: none"> • Child and adolescent development • Learning process • Special needs • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage <p>1c <u>Setting Instructional Outcomes</u></p> <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners <p>1d <u>Demonstrating Knowledge of Resources</u></p> <ul style="list-style-type: none"> • For classroom use • To extend content knowledge and pedagogy • Resources for students <p>1e <u>Designing Coherent Instruction</u></p> <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure <p>1f <u>Designing Student Assessments</u></p> <ul style="list-style-type: none"> • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning
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<p>DOMAIN 3: Instruction</p> <p>3a <u>Communicating With Students</u></p> <ul style="list-style-type: none"> • Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language <p>3b <u>Using Questioning and Discussion Techniques</u></p> <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation <p>3c <u>Engaging Students in Learning</u></p> <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing <p>3d <u>Using Assessment in Instruction</u></p> <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress <p>3e <u>Demonstrating Flexibility and Responsiveness</u></p> <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence
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<p>DOMAIN 2: The Classroom Environment</p> <p>2a <u>Creating an Environment of Respect and Rapport</u></p> <ul style="list-style-type: none"> • Teacher interaction with students, including both words and actions • Student interaction with students, including both words and actions <p>2b <u>Establishing a Culture for Learning</u></p> <ul style="list-style-type: none"> • Importance of content and of learning • Expectations for learning and achievement • Student pride in work <p>2c <u>Managing Classroom Procedures</u></p> <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Performance of classroom routines • Supervision of volunteers and para professionals <p>2d <u>Managing Student Behavior</u></p> <ul style="list-style-type: none"> • Expectations • Monitoring student behavior • Response to student misbehavior <p>2e <u>Organizing Physical Space</u></p> <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and use of physical resources
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<p>DOMAIN 4: Professional Responsibilities</p> <p>4a <u>Reflecting on Teaching</u></p> <ul style="list-style-type: none"> • Accuracy • Use in future teaching <p>4b <u>Maintaining Accurate Records</u></p> <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non instructional records <p>4c <u>Communicating with Families</u></p> <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program <p>4d <u>Participating in a Professional Community</u></p> <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school and district projects • Involvement in culture of professional inquiry • Service to the school <p>4e <u>Growing and Developing Professionally</u></p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession <p>4f <u>Showing Professionalism</u></p> <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school and district regulation
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