



STUDENT TEACHING HANDBOOK
Final Clinical Practice Semester

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

School of Education

Academic Year 2024-2025

**Stockton University
School of Education
Student Teaching Handbook
Final Clinical Practice Semester
Academic Year 2024-2025**

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Introduction

Mission and Goals of the Teacher Education Program

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 include 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

Stockton University's Teacher Education Program, designed to develop individuals into competent, caring, qualified educators and professionals, earned accreditation by the Council for the Accreditation of Educator Preparation (CAEP) through 2027. As of June 2023, we have transitioned to the newly state-approved Association for Advancing Quality in Teacher Preparation (AAQEP). AAQEP will maintain our accreditation until our next formal approval cycle.

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

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

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

Contents of the Student Teaching Handbook

The Student Teaching Handbook is written to aid students (referred to as teacher candidate and/or teacher candidates), mentor teachers, University supervisors, and school administrators with guidelines designed to present a common set of understandings about accepted practices and procedures governing the Final Clinical Practice (Student Teaching) semester. Additional information and updates can be found under [Final Clinical Practice Semester](#). Further, this handbook works in conjunction with the Teacher Education Handbook that outlines the overall program from entrance to exit. Details are found in the [Teacher Education Handbook](#).

The Student Teaching Handbook is divided into sections with Requirements, Guidelines and Policies.

Part I: Student Teaching Program and Requirements

Prerequisites

Prior to Student Teaching all candidates must fulfill the following requirements:

- Minimum GPA of 3.0 or GPA between 2.75 and 3.0 and 110% Praxis II scores based on NJDOE Flex Rule requirements, B- or better in all previous clinical requirements.
- Passing Praxis Core scores or equivalent
- TB test
- State Code Exam
- Proof of HIB and child abuse training
- Completed Criminal Background Check.
- Passing Praxis II scores or 95% Praxis scores and 3.5+ GPA based on NJDOE Flex Rule requirements in certification and placement area.

Certain school districts require both the clearance letter and a substitute teacher certificate. In addition to the clearance letter and substitute certificate from the state, individual districts may also require additional documentation including but not limited to: TB test, archived fingerprints, or transcripts.

Other State-Mandated Testing Requirements - World Languages

World Languages certification requires the OPI from the American Council on the Teaching of Foreign Languages. The New Jersey Department of Education requires a passing level of ADVANCED LOW for certification in world languages. Although candidates may student teach prior to passing the OPI, they cannot be certified until they pass. For more information on the OPI, consult the [ACTFL](#) link.

Requirements During Student Teaching

The course requirements for the Certification Semester are the same for all Stockton certification candidates. All teacher candidates are required to enroll in 16 credits. EDUC 4994-Final Clinical Practice Capstone is 4 credits and EDUC 4990-Full-time Final Clinical Practice in Education (i.e., student teaching) is 12 credits.

Full-time Clinical Practice in Education EDUC 4990 [12 credits]

You must complete a full day, full-time school-based final clinical internship, spent planning, teaching, and performing other duties expected as part of a teacher's role in a designated area public elementary or secondary school (also referred to as "student teaching"). Time commitment is based on the school district's school day and start/end times for faculty, including professional development days, back-to-school nights, and similar events. The experience is supervised by a mentor teacher(s) and University supervisor. Additional time beyond school hours is necessary to prepare lessons, grade assessments, schedule conferences, etc. Students must see that other academic and/or personal obligations, including employment, do not interfere with the success of student teaching. This is a full-time, unpaid internship. There are no incompletes: you must earn B- or better.

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

Final Clinical Practice Capstone EDUC 4994 [4 credits]

This capstone is a co-requisite course with Full-time Final Clinical Practice (EDUC 4990). Attendance is mandatory. The capstone provides an opportunity for students to reflect on and to apply educational knowledge and skills.

Topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation. In addition, a vital component of the seminar is the support it affords teacher candidates as they carry out their duties in the classroom. This course is also designed to support the preparation and completion of the state-mandated teacher performance assessment (TPA) during the Final Clinical Practice semester. A grade of C or higher, based on program policies, is required to be recommended for certification.

Model of Student Teaching

The Stockton School of Education utilizes the traditional takeover model for student teaching.

In the traditional model, a teacher candidate slowly takes over the responsibilities of the classroom teacher serving as the lead during instruction. The classroom teacher serves as a mentor throughout this process with the responsibilities slowly increasing for the teacher candidate throughout the experience. Any school district interested in an alternative to this structure should contact the Field Director for guidance.

Sample Student Teaching Schedule

The following sample may be used as guideline by the mentor teacher, the University supervisor, and the teacher candidate to develop a schedule that will provide a successful student teaching experience, depending on the model used. **Not included in this schedule are Teacher Performance Assessment (TPA)-specific tasks.** The timing for the required TPA tasks is at the discretion of the teacher candidate in full collaboration of all parties noted above. The teacher candidate should consult program TPA materials, the calendar provided in the Appendices, and TPA Capstone course materials to determine a timeline for TPA completion and submission.

Student Teaching Schedule for the Traditional Model

*This sample schedule may be modified to fit the situation or unique needs of the teacher candidate, mentor teacher(s), students, or school. **Note: Teacher candidates who are continuing their placement from the previous semester may start with weeks Two and Three.***

1. Week One with Students

- 1.1. Observe the mentor teacher(s) in his/her classroom (if possible, observe other teachers during the initial weeks).
- 1.2. Become familiar with surrounding environment (i.e., school, faculty, staff, student body, resources, etc.).
- 1.3. Assist in daily routines (i.e., attendance, bulletin boards, recess and lunchroom duty, individual/group tutoring).
- 1.4. Discuss curriculum, materials, and resources aligned with New Jersey Student Learning Standards (NJSLS) and its use to support instruction of content area(s) with mentor teacher(s).
- 1.5. Meet daily with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set.
- 1.6. Develop a plan & time schedule to demonstrate competence in all areas of a teacher's responsibilities.

2. Weeks Two and Three with Students

- 2.1. Discuss with the mentor teacher possibilities for involvement within school/district, including but not limited to In-Services, Back-to-School Night, and faculty meetings.
- 2.2. Assist and increase responsibility of daily routines.
- 2.3. Plan and teach one or two classes informed by NJSLS, curriculum, and instructional strategies relevant to the discipline.
- 2.4. Confer daily with the mentor on performance including meeting learning goals set and assessment of learner performance aligned with NJSLS and curriculum.
- 2.5. Use Stockton lesson plan form for all formal observations, in addition to using the school-district form for the preparation of lessons in accordance with the school's expectations.
- 2.6. Work with mentor teacher to plan for TPA lesson (aligned with supervisor observation 2 & 4) including alignment to NJSLS, curriculum, and content area.

3. Weeks Four and Five with Students

- 3.1. Increase planning and teaching to three classes/subjects utilizing curriculum, resources, and NJSLS to inform planning, instruction, and assessment practices.
- 3.2. Assume responsibility for daily routines.
- 3.3. Increase and continue other activities including involvement in school beyond instructional duties.
- 3.4. Evaluate progress on planning/preparation, classroom environment, instruction, and other professional responsibilities with mentor; supervisor completes initial progress report.
- 3.5. Continue to use Stockton lesson plan form for all formal observations, in addition to using the school- district format.
- 3.6. Continue work with mentor teacher to instruct TPA lesson (aligned with Supervisor Observation 2)

4. Weeks Six and Seven with Students

- 4.1. Increase planning and teaching to four classes/subjects taking a lead in planning/preparation and instruction with alignment to NJSLS, curriculum, and other resources to support learning goals set.
- 4.2. Continue and seek ways to expand other professional activities.
- 4.3. Prepare for mid-term evaluation by mentor teacher and university supervisor.
- 4.4. Plan to demonstrate or improve performance in any area where competency is not yet acquired based on evaluation results.

- 4.5. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set.
- 4.6. Continue to use Stockton lesson plan form for all formal observations, in addition to using the school-district form.
- 4.7. Check TPA timing for next submission- collaborate as needed with mentor and supervisor to meet deadline (aligned with Supervisor Observation 4).

5. *Weeks Eight and Nine with Students*

- 5.1. Increase planning and teaching to five classes/subjects taking a lead in planning/preparation and instruction with alignment to NJSLS, curriculum, and other resources to support learning goals set.
- 5.2. Assume nearly all the duties and responsibilities of the mentor, instructional and non-instructional.
- 5.3. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set.
- 5.4. Continue use of Stockton lesson plan form for all formal observations, in addition to using the school- district form for daily lesson plans.
- 5.5. Identify/meet TPA window if not yet completed- collaborate with mentor and supervisor as needed.

6. *Weeks Ten to End of Semester*

- 6.1. Function as the full-time classroom teacher including assuming all responsibilities for planning and instruction with direct alignment to the curriculum, NJSLS, and use of resources to support learners' content acquisition as well as non-instructional duties.
- 6.2. Continue to meet regularly with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set.
- 6.3. Discuss with the mentor teacher plans to facilitate the return of classroom responsibility to the mentor teacher.
- 6.4. Continue to use Stockton lesson plan form for all formal observations, in addition to using the school- district format.
- 6.5. Prepare for the final evaluation by the mentor teacher and university supervisor.
- 6.6. Identify/meet TPA window if not yet completed- collaborate with mentor and supervisor as needed.

Stockton Teacher Education Performance Assessment (TPA)

As of January 2023, the New Jersey Department of Education (NJDOE) in alignment with Senate Bill 896, no longer requires the use of Pearson edTPA for program completion. In turn, all educator preparation programs must identify their own local teacher performance assessment (TPA). The performance assessment, as described by Senate Bill 896, includes a “multiple-measure assessment process demonstrat[ing] the pedagogical knowledge and skills.” See more details [here](#).

During the 2024-2025 academic year, per guidelines provided by NJDOE, teacher candidates will complete Stockton’s TPA. State guidelines require:

- Alignment to New Jersey Professional Standards for Teachers (NJPST)
- The validity and reliability of the program-created performance assessment
- Content that supports deep student reflection on their teaching practice and pedagogy
- Fair and equitable structure to analyze student performance
- System for the collection, storing and analysis of performance assessment data for all student candidates

Questions or concerns should be directed to TPA instructors for the most up-to-date information.

What is it?

The TPA is a subject-specific teacher performance assessment developed by the Stockton Teacher Education Program in alignment with NJDOE guidelines and national accreditation standards. This portfolio-based assessment is completed by a teacher candidate during student teaching and focuses on two lessons, aligned with university supervisor observations within one class/content area.*

**Elementary and early childhood candidates focus on at least one of four content areas: language arts literacy, mathematics, science, social studies or a combination of these. The teacher candidate will submit artifacts (i.e., lesson plans, instructional materials, selected videos, and assessments) video clips, and written commentaries as evidence of his/her teaching proficiency.*

What to expect?

The Stockton TPA requires a teacher candidate to complete at least two “tasks.” Tasks require the teacher candidate to submit written commentary using a provided Stockton template along with designated artifacts. Artifacts include video clips (5 minutes for Task 1; 10 minutes for Task 2) in alignment with Stockton protocol (“backs of heads”). Lesson plans and other artifacts are drawn from the designated formal observations of the university supervisor (Observation 2 & 4). Evaluation of all submissions follow a rubric structure aligned with Danielson Framework for Teachers (2022 edition), NJPST and national accreditation standards. In the event a teacher candidate does not earn the required score for one or two of the tasks described, instructors will assign a third task, aligned with Observation 6 of the university supervisor visit schedule. The teacher candidate is fully responsible for coordinating with the mentor teacher and university supervisor to finalize the planning & instruction of lessons.

When is it completed?

Each task is aligned with formal observations by the university supervisor. Task 1 is completed in alignment with Observation 2 and Task 2 is completed in alignment with Observation 4. Please check the appendices for timing to support teacher candidate’s completion of TPA. In the event a teacher candidate is unsuccessful in Task 1 or 2, an instructor will assign a third task that aligns with Observation 6.

How does this impact the teacher candidate?

The candidate is acclimated to the new performance assessment within coursework of the program leading up to and including the Final Clinical Practice Semester. All courses provide exposure and practice in research-based effective instructional practice including self-analysis and video-based reflection. During student teaching, candidates take the course, EDUC 4994 *Final Clinical Practice Capstone*. This course, consisting of mandatory sessions, will help candidates prepare and submit the TPA assessment. Details are provided to the student as part of the EDUC 4994 course.

All work completed as part of the TPA assessment is the teacher candidate's full responsibility. Mentor teachers and university supervisors will serve as support in the process but **may not directly contribute** to the TPA 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 TPA tasks. Timing for TPA submission is included in the calendar within the Appendices. A candidate must meet the program requirement, as outlined in EDUC 499, to be processed for licensure. If the TPA is not completed by the end of term it will delay degree conferral and processing for licensure.

Teacher candidates are given a copy of the TPA guidelines within the TPA Capstone course. These guidelines, along with supporting documents available in the course's online platform, are the candidate's guide to the TPA's requirements, structure, language, and evaluation rubrics. It is critically important that candidates read, understand, and consistently review the guidelines, commentary templates and associated documents while working on the TPA.

Program Requirements, Grading, Retention Standards, and State Standards

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

All required courses in the School of Education professional education sequence are designed to meet state and national standards. All course objectives are aligned with New Jersey Professional Teaching Standards, InTASC, AAQEP standards, the NEA Code of Ethics, and appropriate national professional organization standards as applicable by subject area.

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

In addition, teacher candidates maintain an Exxat subscription for the duration of Student Teaching/Final Clinical Practice through student fees; Exxat is an online service that facilitates instructional planning and communication with faculty and fellow students during the professional education sequence of courses.

Teacher candidates are responsible for all aspects of preparation and submission to TPA. In the event a candidate is unsuccessful in the TPA, the EDUC 4994 instructor will consult with the candidate and the Program Faculty Chair to develop an action plan for meeting this requirement. Action may include additional clinical hours and fee-based coursework.

Candidates may self-select the Pearson edTPA in place of or in addition to the Stockton TPA. If this is the case, candidates are responsible to pay Pearson's fee (\$300) and any necessary retakes (\$100 each). Fees are paid at the time of submission of all tasks of submission; typically, within 5-7 weeks from the start of student teaching.

Disabilities Support 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.

Teacher candidates with disabilities should note that 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 P-12 students affected by the field experience.

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

Part II: Guidelines for the Teacher Candidate

Student Teaching Placements

Student Teaching placements are coordinated and organized by the School of Education. A candidate may be contacted by school district officials about supplemental materials required for placement approval. In this case, candidates should respond to the request. However, candidates should route all outbound contacts to districts through the Fieldwork office at the School of Education and **are not permitted to initiate contacts to school district officials about placements**. All final decisions regarding placement are at the discretion of the School of Education. In general, most candidates complete full-time clinical practice/student teaching in the same placement as Part-Time Clinical Practice II in Education (EDUC 4600) where possible.

A candidate may not conduct student teaching at a site that has not been authorized and approved by the School of Education. The teacher candidate generally may not be placed in a school where he/she has had a personal or professional relationship (a school that he/she attended and/or graduated, a school where family members are attending or working, or a school where he/she substituted or completed fieldwork).

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 field work), **this relationship must be disclosed at the time of the application or at the time of the placement. The disclosure form is in the Teacher Education Handbook Appendix. 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 student teaching placement. School administrators and prospective mentor teachers may want to interview student teaching candidates. Ultimately, all decisions about placement rest with the chief school administrator. All placements must be approved by the local Board of Education. When the placement is officially confirmed, the School of Education will notify the teacher candidate. The teacher candidate should then communicate directly with the mentor teacher.

Plan for Student Teaching

Monitor your Stockton email account regularly in preparation for student teaching.

Familiarize yourself with the TPA materials for your certification and grade level placement including required tasks.

Attend the mandatory student teaching meeting (held between August 10-25 or December 5-22 prior to student teaching) at Stockton to discuss expectations, procedures, evaluations and schedules before student teaching begins. Here you will meet your university supervisor.

Remember, the schedule for student teaching follows the school district calendar, including in- service programs and other professional development that may be offered. For the fall semester, you may expect that you will begin the school year several days before the students in that district report for the first day. **This may be before Labor Day for the fall semester. For spring term, you will begin after the holiday break, typically directly after New Year's. This is well in advance of Stockton's spring term start.**

Contact your mentor teacher to discuss placement, schedule and other issues of importance as early as possible.

Obtain a copy of your proposed teaching schedule including name of class, level and/or grade, room number, and class start and end times. Indicate the sequence in which you will take over subjects or classes. Send one copy of this teaching schedule and class take-over sequence to your university supervisor; email is fine.

Familiarize yourself with the New Jersey Student Learning Standards (NJSLS). You should have a solid mastery of key understandings at the grade level you will student teach along with the previous and following grade levels.

Maintain an active Exxat account for the duration of student teaching. An Exxat course is used to house all

student teaching documentation. All submissions are required via this system. Review guidelines on this process will be provided prior to the start of student teaching. See formal documentation of the SOE for more information.

Obtain copies of appropriate items and become familiar with:

- a. The school's administrative structure
- b. The time school begins and ends each day
- c. The mentor teacher's daily schedule
- d. The school's website
- e. The materials (textbook, curriculum, guides) that you will use during student teaching including spending time to develop mastery of content to be taught
- f. The policy the mentor teacher will want you to follow with respect to the preparation of lesson plans and classroom procedures
- g. The rules for students
- h. The professional responsibilities of teachers, including the HIB policy, the dress code, etc.
- i. The district policy on the use of social media by staff and by students

Obtain a copy of the school calendar. Email a copy of the school calendar to your university supervisor. Student teaching follows the calendar of the individual school districts and not the university calendar.

It is understood that student teaching is a full semester experience that requires additional time out of school to prepare lessons, grade assessments, etc. *Ensure that other academic responsibilities and/or personal obligations, such as employment, do not interfere with the success of student teaching. Working, even part-time, may negatively affect classroom performance and pupil progress.*

Do not accept paid employment by the school district in any capacity (i.e. - no coaching, substitute teaching, or para-professional) during Student Teaching.

Obtain formal approval from the school administration to provide volunteer assistance to a certified district teacher for any trips or extracurricular activities. The teacher candidate must not be paid and should not handle school funds of any sort. The teacher candidate should be under the direct supervision of the mentor teacher or another designated certified district teacher.

Special Situations

In the case of consecutive absences by your mentor teacher, the teacher candidate must contact the university supervisor and Field Director.

If a student does not complete their TPA by the time Student Teaching ends, please contact the Field Director to see if the placement can be extended. When students complete their TPA in an extended placement they will be responsible to stay in the classroom until the end of the week to provide minimal disruption and continuity in instruction for the P-12 students in the room.

At times, a candidate may be assigned an instructional coach. An instructional coach offers additional guidance and support in alignment with student teaching requirements. Instructional coaches work in tandem with university supervisors and stay in direct contact with program chairs for roles and responsibilities.

Professional Conduct

Attendance

Be present, punctual, and prepared every day. This rule applies regardless of modality (online and/or face-to-face). Arrive early as often as you can. Be prepared to stay late as needed and show your willingness to attend special functions or athletic events after school.

Any work or outside obligations should not impact school days or preparation before and after school.

All absences must be reported and made up.

Absences, lateness, or early dismissals are reserved for serious illness or extenuating circumstances involving the candidate or their immediate family member. In the case of such an absence, always contact your mentor

teacher personally (phone, text or email) and **complete the form, in Exxat, that notifies the Stockton Field Director, and the University supervisor as soon as possible BEFORE the beginning of the school day when you will be absent.**

Unexcused absences will negatively impact your evaluation or grade. Always have emergency lesson plans available. Work with your mentor teacher regarding the development of these plans.

Follow the school district's calendar. This includes all holidays and vacation days, regardless of whether or not they are the same as Stockton's. Take special note of the district's emergency closing procedures.

Stockton University School of Education and the NJDOE require a full semester of student teaching.

No incompletes are awarded in student teaching (EDUC 4990 and EDUC 4994).

Professional Demeanor

Students are expected to follow the [New Jersey Professional Standards for Teachers](#), the [NEA Code of Ethics](#), and the [Stockton Code of Conduct](#).

You are expected to be familiar with these, as well as other rules and policies unique to your Student Teaching setting. Make sure to follow the links to get familiar with them.

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

- Use Stockton email account exclusively for all communication in professional matters.
- As soon as you receive your fieldwork confirmation, please contact the school immediately. Identify yourself as a student in the School of Education Program at Stockton, give them your name, and schedule a time to meet with the 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 teacher candidate.
 - ***Most school districts have implemented strict guidelines on the use of electronics by both students and staff. Make certain that you have read these local guidelines.***
 - Interactions with students should be within a professional context only. Do not contact or interact with students in any way outside of the classroom or school setting. Social networking, online interactions, meetings outside of the classroom or school setting, or nonprofessional contacts with students of any kind are not allowed.
 - If a student makes any attempt to interact with you in any way outside of the academic setting, including email or social networking, do not respond. Report the attempted contact to your mentor teacher, university supervisor, and Field Director immediately.
- Do not use any personal electronic devices while you are engaged in your clinical placements. This includes texting while in the classroom.
- Do not discuss your clinical placement on any social media.
- Use of social media platforms is discouraged during student teaching. Review your privacy settings of existing social media accounts: students, parents, and others will look.
- 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 to do so.
- Any video required for instructional purposes must be approved in advance. For all TPA- related work, follow Stockton University protocol for recording devices, video storage, upload (and supervision, if required). Any deviation from this policy will result in taking personal responsibility for any issues that occur.
- Leaving your phone in your vehicle is strongly recommended.

- Always wear appropriate professional attire. Become familiar with and adhere to the school's policy on teacher dress code. Exercise discretion and cover body art, such as piercings and tattoos.
- Pupils may have allergies to cologne and /or heavily scented products; do not use this while in contact with pupils.
- Always use appropriate professional language.
- In public schools, students do not call teachers by their first names. As a professional educator, the teacher candidate 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. Work on TPA besides planning and actual instruction of lessons, should be done beyond the school day.
 - 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 university 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.
- Teacher candidates are expected to abide by all professional conduct guidelines including Stockton University, the School of Education, NJDOE, and the assigned school district. Any violation or issues with these expectations can lead to further actions that may interrupt or terminate the Student Teaching experience.

Preparing for a Mentor Teacher and/or University Supervisor Observation

Prior to the Observation

- In planning your lesson, review the *Danielson Framework for Teaching*, NJSLs, and discuss your plans with your mentor teacher.
- Align the planned lesson to school curriculum, textbook and the NJSLs including attention to key academic content, how this content will be developed, and assessed within instruction.
- Submit a complete lesson plan using Stockton's lesson plan template on Exxat **three to four days before the date of the observation**. This plan should thoroughly detail all that is to be taught and contain any materials or assessments you intend to use. (A thorough lesson plan tends to be approximately 3-4 pages in length with a detailed procedure including direct links to academic content and details on the instructional process).
- Review and revise the lesson plan based upon the suggestions of the university supervisor provided in the Exxat system.
- Confirm the date, time, and location of the observation with the school district calendar to check for any conflicts in the schedule that would have an impact on the observation.
- Confirm the date, time, and location with the University supervisor and the mentor teacher.

Post Observation

- Within the Exxat observation form, provide a formal written reflection where prompted ("Evidence Based Reflection"). This must occur no later than 48 hours after the lesson's delivery. The university supervisor cannot complete the lesson's evaluation until the reflection is complete.
- Review evaluation feedback from the formal observation form completed by your mentor teacher and/or supervisor available via the Exxat system.
- Use feedback and suggestions from the mentor teacher/supervisor in future instruction.

Summative Evaluations

Three of the evaluations that will take place during student teaching are summative: the Initial Progress Report, Midterm Evaluation and Final Evaluation. These do not require additional visits. Instead, they serve to capture overall progress to date during the semester. Observations of the supervisor and mentor teacher are reviewed as part of this evaluation progress. For the Initial Progress Report, teacher candidates are rated using the *Danielson Framework for Teaching* to provide an indicator of progress and support future observations, but no letter grade is given. For the Midterm, ratings provide an overall indicator of performance to date and can be used to estimate a possible letter grade. Considerations include **all performance actions and behaviors**, as outlined in this Student Teaching Handbook. Actions extend beyond actual instruction and may include, but are not limited to, late submission, lack of timeliness, or not following direct instructions. If a teacher candidate is showing insufficient progress, the university supervisor may consult with the designated lead for supervisors and/or the Field Director to determine if an additional course of action is needed. If additional actions are needed, the School of Education reserves the right to put these actions into place based on consultation with the university supervisor and/or mentor teacher. For the Final Evaluation, all previous observations and evaluations of both the supervisor and mentor teacher are utilized to determine overall performance and a final grade for student teaching, following established student teaching grading policies. (See Part IV: Guidelines for the University Supervisor of this handbook for more details.)

Student Teaching Exit Survey

Candidates must complete a Teacher Education Program Exit Survey electronically to be nominated for licensure and cleared for graduation. This survey includes a series of Likert-style questions aligned to the New Jersey Professional Standards for Teachers and InTASC Standards. Additionally, candidates will be prompted to reflect on the value of courses completed, field experiences, and satisfaction with the student teaching semester. The responses provided help to inform program practices and maintain a thorough, well-structured curriculum for preservice teachers; time should be taken to do this thoroughly and thoughtfully.

Part III: Guidelines for Mentor Teachers

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

Modeling exemplary classroom practice, a mentor teacher communicates and collaborates with the teacher candidate on a daily basis and offers the teacher candidate creative opportunities to apply theories and principles studied in the university classroom.

A mentor teacher remains an active part of the classroom and provides opportunities for the teacher candidate to apply various teaching practices, create and teach his/her own lesson plans, complete TPA-related tasks, assess students' learning, and learn to become a reflective practitioner. The mentor teacher:

1. Is willing to accept the responsibility for the guidance of a teacher candidate;
2. Demonstrates sound teaching practices and articulates their purposes, methods, and philosophies;
3. Utilizes effective coaching and mentoring skills;
4. Shows a desire to grow professionally and encourages others to do the same; and
5. Has a minimum of three years of teaching experience, including one within the candidate's assigned school district;
6. Be a full-time school district faculty member with demonstrated expertise in the field of mentoring/supervision;
7. Be rated, beginning August 1, 2016, as effective or highly effective on his or her most recently received summative evaluation, pursuant to N.J.A.C. 6A:10-4.

Prior to the beginning of the student teaching experience, the teacher candidate is expected to contact the mentor teacher. The university supervisor will also meet with you and the teacher candidate at the beginning of the semester. At this time, the university supervisor will assist you in setting up an Exxat account*. **You will use this account on a bi-weekly basis to keep your candidate on track with the Student Teaching Calendar (see appendix).**

The Field Director will email guidelines on how to get started with the Exxat system. If a message is not received, contact the Field Director at Jennifer.Houser@stockton.edu for assistance. Once accessible, see our school district resource page within Exxat for video tutorials and other resources.

General Orientation Guidelines

School Community

Assist the teacher candidate in becoming part of the school community. Introduce him/her to the students and the faculty. Please make the parents aware of the new face in the classroom.

Please smooth the transition for the teacher candidate to become a professional educator.

1. Prepare your classes for the arrival of the teacher candidate. Make sure the teacher candidate's name is on the door along with the classroom teacher.
2. Make sure that your teacher candidate has a space to work and lock up their belongings.
3. Introduce the teacher candidate to the other staff members. You may wish to make a formal introduction at a faculty or department meeting.
4. Introduce the teacher candidate at parent meetings and conferences.
5. Provide the teacher candidate with demographic information about the school community.
6. Please consult the student teaching model for guidance on weekly duties and responsibilities. (See on page 4)

School Policies, Procedures, and Facilities

Ensure that the teacher candidate is aware of both the written and unwritten policies and procedures, including but not limited to district's HIB and child abuse policies.

As the semester progresses, please make sure the teacher candidate understands the procedures that are followed in your classroom. From taking attendance to fire drills, the teacher candidate will be responsible for all classroom routines. This includes the procedures that must be followed during duty periods (playground,

cafeteria, study halls).

Assist the teacher candidate to become acclimated to the school facility. Find a location (desk and cabinet) where the teacher candidate can work and keep personal and professional materials. Identify those areas of the building that are for staff use only. Point out rest room facilities, cafeteria, parking areas, etc.

Assist the teacher candidate's acclimation to the school philosophy, rules, and procedures.

Be aware that Stockton's expectations for the teacher candidate dress code may exceed your district's practice.

Planning and Teaching

The teacher candidate may or may not realize the constraints that teachers must follow in planning lessons (i.e. - BOE-approved curricula, grade-level expectations, alignment to NJSLS, state testing mandates). Please help the teacher candidate navigate the larger issues in curriculum and instruction. Encourage the teacher candidate to try out his/her own plans and ideas. Assist candidate in assuring alignment to NJSLS and school curricula. It is important when planning not to only discuss curriculum, ideas, and resources, but also to ask questions about goals and objectives, pedagogical approach, and assessment methods to determine if goals/objectives were met. Use the Danielson Framework for Teachers as a guide for your discussions. (See Appendices for details.)

The teacher candidate will be **required to use the Stockton University Lesson Plan Template for evaluation purposes**; this template is housed in Exxat. School district required lesson plans are fine for use in daily and or weekly planning. The Stockton University Lesson Plan Template is designed to be thorough in nature and often much longer than a plan a seasoned teacher will write. **The document should reflect a candidate's full understanding of all aspects of planning and the content to be taught as outlined in the template.** (A well-written, thorough lesson plan will be approximately 3-4 pages in length and include discussion of learners, resources to be used, objective(s) aligned to NJSLS, details on all assessment methods (formative and summative), and a detailed procedure utilizing an instructional model (i.e. inquiry, direct, three-phase, etc.) including key concepts to be taught, academic language to be used, key questions, and timing of activities.

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

Please make time for the teacher candidate to debrief with you daily. The teacher candidate is just that: a teacher candidate, so expect that there will be mistakes and errors in judgment during the semester. Part of learning is making a mistake and learning how to recover. You serve a vital function as a mentor for the teacher candidate. You both may wish to keep a journal to jot down thoughts during the day to help inform your conversations later when things are not as busy.

Mentor teachers often provide their own resources to the teacher candidate while telling them to "make it their own." Unfortunately, this does not teach the teacher candidate to curate their own resources and encourages them to become a "mini-me" rather than develop his/her unique teaching style. You know why you selected a resource, but that is not always obvious to the teacher candidate. In addition to any district-required resources that you provide, have the teacher candidate find supplemental resources and explain the rationale for using those items that makes connections to the needs of the class and goals and objectives of the lesson. Then you can discuss what resources you have used in the past.

When planning for instruction, be mindful that the teacher candidate will be evaluated using the *Danielson Framework*. Using the rubric as a guide can help to inform conversations and planning. (See the Danielson website to access a free copy online.)

Building Classroom Management Skills

As a mentor teacher, you know that the most difficult area for teacher candidates is often classroom management. The beginning of classroom management is building a rapport with students. Please assist the teacher candidate in developing methods for the management of diverse groups of learners, stressing that planning and preparation both go far in mitigating classroom disruptions.

Providing Feedback

Feedback from you is essential in helping the teacher candidate develop as a professional. Be straightforward, detailed, and clear. The ultimate goal is for teacher candidates to become self-assessing and reflective professionals. **REMINDER: There is no coaching on the content of the TPA.** Avoid giving direct feedback on any items that will be submitted for TPA.

Assuming the Responsibility for the Classroom

Meet and Greet

Prior to the first week, attend a Meet and Greet with your teacher candidate and the university supervisor. There you will discuss expectations for the teacher candidate and a schedule for what subjects/classes will be taken over and in what order. You should expect this meeting to take an hour. At this meeting, the university supervisor will assist you in navigating your Exxat account that will be used for the duration of student teaching.

Lesson Plans/Unit Plans

Reach an understanding early with the teacher candidate concerning the form and due dates for weekly lesson plans and unit plans so you have time to review before the lesson is taught. If your lesson plans are due a week ahead of time, so are your teacher candidate's. Keep in mind that you will be responsible for evaluating four Stockton Danielson-based observations, using the university's format. (See appendices for timing of observations.)

Specify what units of work within the school curriculum are to be covered during the time the teacher candidate is in charge of your class/classes. Reach a clear understanding of what you would like your class/classes to accomplish during the student teaching experience. Discuss the grading system and data management system where applicable.

Parent Contact

Please ensure that you provide modeling for your teacher candidate on the many forms of parent contact. Teacher candidates should never contact parents without you being present (in person or on the phone) or copied (in email).

504/IEP

Please ensure that your teacher candidate reviews any 504s or IEPs for the students in your class and you discuss the accommodations and resources available to help meet the needs of those students. Teacher candidates will be responsible for making the appropriate accommodations for students in their lesson planning, teaching, and assessing.

Other Employment by the School District

During the period of student teaching, a teacher candidate is not to be employed by the school district in any capacity (Example: NO coaching or substitute teaching).

Extracurricular Activities and Chaperoning

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

TPA-specific Planning & Instruction

The TPA assessment is the **responsibility of the teacher candidate**. Their work will include planning the content and timing of the required lesson elements, arranging for video recording during implementation,

and gathering documentation of the process. As part of this process, the teacher candidate may need early release from their placement to attend mandatory sessions as part of their required EDUC 4994 *Final Clinical Practice Capstone* course.

Consult teacher candidate's Capstone (EDUC 4994) syllabus for dates and times. The only TPA work completed during the school day should be the planning and execution of lessons to be utilized for TPA. All other work should be done in the candidate's own time.

The teacher candidate should work collaboratively with you and the University Supervisor to set up a plan for completing his/her TPA work and alert you to any specific requirements that require your input. **You may NOT provide direct feedback on any part of the actual TPA submission (in other words, no coaching!)** Your work should be supportive in nature such as providing details regarding learners' specific needs, curricular resources to reference, guidance on timing of the instruction, and assisting with video capture.

Formal Evaluation Procedures

Formal Evaluations by the Mentor Teacher

You will complete four formal evaluations on single lessons, as well as a summative mid-term and final using the **Danielson Framework for Teaching aligned forms**. You will complete these forms via the free Exxat system. The Field Director will email you at the start of student teaching to provide details for registering and accessing this system. Please see training materials housed in the School District Resource Page within Exxat for additional handouts and videos to help you complete these forms.

- **Follow the Observation Calendar (See Appendix A: Student Teaching Calendars)** every week to plan for each observation. The calendar indicates specific dates by which you must complete and submit the evaluation forms. These dates are meant to coincide with planned visits of the University supervisor who will want to read your report before observing the teacher candidate.
- Choose responses in the appropriate section of the forms. Type into the comment boxes to explain your reasoning for the rating. Candidates value concrete feedback. Thorough feedback also helps our program's development.
- Discuss the ratings and comments with the teacher candidate. Once submitted, the evaluation form is housed on Exxat where it is available to the university supervisor, teacher candidate, Field Director, and designated lead for supervisors. (Please keep a physical copy for your records.)

Daily Debriefing

In no way should formal evaluative procedures supplant the regular daily debriefing and discussions with the teacher candidate. Ongoing discussion and reflection are expected.

Capstone-Related Changes to the Schedule

NOTE: Due to the capstone course, teacher candidates may be participating in a class session on Stockton's main campus for 5-6 sessions (usually early afternoons) and will not be in your classroom. See FCP Capstone syllabus (EDUC 4994) for dates and times.

Important Note on Grading

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a student's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification. **The earlier everyone knows that a candidate may not reach B- the more options we have to assist.**

Mid-Term and Final Evaluations

Mentor Teachers will also complete midterm and final evaluations. These evaluations are used in conjunction with university supervisor evaluation to determine a candidate's grade. Follow the procedure as outlined above.

Final Determination of the Grade

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

Observations by the University Supervisor

The School of Education will assign one university supervisor to work with the teacher candidate. This supervisor will make a minimum of seven bi-weekly visits. A School of Education faculty member or administrator may make an additional observation. It is not necessary for you to stay in the classroom during the university supervisor's observation of the teacher candidate.

Consultation with the University Supervisor

When the university supervisor observes the teacher candidate, please consult with him/her separately and then also with the teacher candidate and the supervisor together. Share your evaluation of the teacher candidate and his/her progress. Be candid in your assessment of the strengths and weaknesses and report problems that the supervisor can help solve. **Please discuss criticisms and problems as they arise during the semester.** Your valuable feedback will be considered in the final evaluation of the student.

Contacting the University Supervisor

If a situation arises that requires discussion with the university supervisor and you are unable to reach them directly, feel free to contact the Field Director and/or the designated lead for supervisors in the School of Education at the email addresses on the cover of this Handbook.

Mentor Teacher Survey

Mentors will complete a short survey of their experience with their teacher candidate and university supervisor. This survey will be emailed to the mentor. Upon completion, the mentor will receive their PD certificate and Honorarium.

Honorarium Payment and Contact Information

The School of Education will email an honorarium form (agreement) and a W-9.

Please complete, sign, and return forms to the School of Education as soon as possible. (Scanning the forms and attaching them to an email to Karen.digirolamo@stockton.edu works best.) Honorarium payment will be issued at the end of the semester.

For questions about this process, please contact karen.digirolamo@stockton.edu.

Part IV: Guidelines for the University Supervisor

A university supervisor is an experienced teacher and/or school administrator who has recently worked in public schools and/or has recently supervised teacher candidates in public schools.

The university supervisor:

1. Is employed by Stockton University for the purpose of supervising teacher candidates; he/she may be a member of the University faculty;
2. Accepts the responsibility for the guidance of one or more teacher candidates;
3. Recognizes sound teaching practices and can articulate their philosophies, purposes, and methods;
4. Shows a desire to grow professionally himself/herself and to promote the professional growth of novice teachers;
5. Has the ability to work within Stockton-approved technology platforms to support communication, documentation and evaluation of student teachers (e.g., MS Outlook, Stockton GoPortal, Blackboard, and Exxat systems);
6. Has at least a master's degree in education (e.g., teaching of a subject area or grade level, school administration, supervision and curriculum);
7. Has experience supervising, consulting, or otherwise working in an elementary and/or secondary school in contact with classroom teachers within the previous two years for all instructional certificate programs with the exception of the preschool endorsement; for preschool programs, the supervisor shall have had experience supervising, consulting, or otherwise working in an early childhood setting;
8. Understands the principles of planning, evaluation, supervision and curriculum development;
9. Is familiar with the *Danielson Framework for Teaching* Evaluation (2022), current NJDOE Teacher Evaluation mandate, NJSLS, and Stockton University's Teacher Performance Assessment and Evaluation requirements.

Before Student Teaching

- A. At the **mandatory** student teaching meeting, confer with the teacher candidate to clarify procedures and to develop a rapport before the teacher candidate leaves campus to begin student teaching.
- B. Make sure the teacher candidate has the necessary information to contact you; make sure you use your **@Stockton.edu** email address for all University-related matters.
- C. Make sure that you have an active **Exxat** account and are able to access the Stockton GoPortal System, including your Stockton email account.

Supervision of the Teacher Candidate

- A. Participate in supervisor training each semester including annual inter-rater reliability exercises.
- B. Visit the school and the mentor teacher(s) at the beginning of student teaching. This is the *Meet and Greet Session*. Reserve at least an hour for this meeting, as there are many issues regarding planning and paperwork, including assisting the mentor teacher in logging into the Exxat system for the first time.
- C. Complete a minimum of six formal observations, an Initial Progress Report, a Midterm Evaluation, and a Final Evaluation as outlined in the Appendix A: Student Teaching Calendars in Appendix A of this handbook. The calendar should be followed closely as it provides for observations to occur in two-week intervals so student teachers may have ongoing evaluation and time to improve their practice between observations. Written observation evaluations must be submitted before any subsequent evaluation. In addition to following the calendar (see Appendix A: Student Teaching Calendars), observations must be conducted within the district's master schedule. A mentor teacher should not be asked to alter their class schedule or curriculum sequence.
- D. Plan visits (minimum of seven) to observe the teacher candidate and to confer with both the teacher candidate and the mentor teacher at each visit. Coordinate your visits with the teacher candidate and the mentor teacher, using the school calendar provided respecting the daily schedule in place. If possible, have the visit coincide with the conference period/prep period. During the semester, the

Dean of Education or her appointee or other faculty from the University may also visit the teacher candidate.

- E. Work with the teacher candidate and mentor teacher to arrange and structure the timing for the completion of TPA tasks. **Formal observations will take place at the same time as TPA lesson implementation.** Timing is aligned with Observation 2 and 4. Observation 6 is possible in the event a teacher candidate needs it. Ensure that pacing of observations allows candidates time for TPA completion. (See calendar in Appendices for more information). In the event of an unavoidable delay, please email the adjustment to the candidate *so he/she* can then forward it *to* the TPA capstone instructor *for approval in* advance of the deadline.
- F. Notify the principal's office of your presence in the school on each visit.
- G. Confer with the principal, department chairperson, supervisor, or other designated administrator frequently, if possible.
- H. At a minimum, **stay for the complete lesson on each school visit** to observe the teacher candidate's classes. Confer with both the mentor teacher and the teacher candidate before you leave.
- I. Should individual circumstances prevent you from following the schedule outlined in the student teaching calendar or in the event you are unable to complete observations/evaluations as required, please contact the designated lead of supervisors and/or the Field Director in the School of Education. *Delay of Observation 2 & 4 have an impact on TPA completion. For this reason, **avoid delays** by using the range of days available as noted in the student teaching calendar (see Appendices) In the event a delay is unavoidable, please direct the candidate to contact their TPA instructor.
- J. You should expect the teacher candidate to **submit a lesson plan on Exxat to you in the Stockton University format 3 to 4 days before the observation** for your review. The document should reflect the candidate's full understanding of all aspects of planning and the content to be taught as outlined in the template. A well-written, thorough lesson plan will be approximately 3-4 pages in length and include discussion of learners, resources to be used, objective(s) aligned to NJSLs, details on all assessment methods (formative and summative), and a detailed procedure utilizing an instructional model (i.e. inquiry, direct, three-phase, etc.) including key concepts to be taught, academic language to be used, key questions, and timing of activities. Comments made should be documented within Exxat using the Comment Feature and given to the teacher candidate prior to completing the formal observation of the lesson reviewed. Late lesson plan submissions should be documented within formal observations as part of Domain 1. Continued issues should be reported immediately to the designated lead of supervisors.
- K. The **written commentary of formal observations must be detailed and unique to each observation completed.** Observations not only inform the student teacher and mentor teacher of performance, but further serve as direct evidence of issues in the event a teacher candidate struggles to meet requirements. For this reason, the School of Education regularly monitors submissions in Exxat. Focus on observed actions and behaviors, identifying strengths and areas for improvement. Repetitive language and phrases that are general in nature from observation to observation is discouraged and should, instead, be specific to what is observed. This is particularly critical for Observations 2 & 4 that are aligned with the TPA and used to determine interrater reliability of evaluation of candidate performance. Be sure to focus on pedagogical practice and discipline-specific instruction, including accuracy of content taught. Specific recommendations should be made for instructional strategies aimed at strengthening any areas in need of improvement.
- L. Your evaluations must be completed in Exxat for both the teacher candidate and the mentor teacher to read, as soon as possible, but no later than posted due dates. You may be asked by the designated lead of supervisors and/or Field Director to revisit evaluation content in the event it does not meet program standards.
- M. Monitor mentor teacher observations and evaluations to ensure they are completed in accordance with the timing of Student Teaching Calendar in the Appendix of this handbook. Promptly notify the designated lead of supervisors and/or the Field Director in the School of Education if you need assistance with this.
- N. If any problems arise that the teacher candidate and the mentor teacher(s) cannot resolve, the

teacher candidate or mentor teacher should contact the university supervisor who, in turn, will contact the designated lead for supervisors.

- O. Occasionally, a student is unable to meet the performance standards of student teaching, or a student comes to the realization that he/she does not wish to pursue a career in teaching. If this occurs, the supervisor must direct the candidate to the Program Chair and/or Field Director.

The final grade will be determined by the University supervisor in consultation with the mentor teacher. See the Guidelines to the Teacher Candidate earlier in the handbook for details on the Student Teacher Grading Policy. Details are also found on the University Supervisor Final Evaluation form within Exxat.

Responsibilities to the School of Education

The teacher candidate is responsible for abiding by and following the school district's protocol for the school year. The schedule followed should be in direct alignment with the mentor teacher's roles and responsibilities. As the university supervisor, familiarize yourself with the school schedule and structure. In the event this structure changes, the teacher candidate should let you know immediately. A ***candidate's evaluation includes their fulfillment of all professional expectations***. If a candidate fails to meet university and/or the school expectations, take immediate action by contacting the Field Director. Negative behavior, failure to comply with procedures, problems with attendance, or overall lack of commitment are not to be tolerated.

Meet and Greet

The university supervisor is asked to make a minimum of seven visits. The first meeting (*Meet and Greet*) should occur within the first week of the experience. This initial visit is to acquaint you with the school and mentor teacher, and to assist with Exxat. You should review the calendar (see Appendix A: Student Teaching Calendars) including required observations and timing options of the TPA assessment (done in alignment with observations completed).

Classroom Observations

After the initial meeting, your next six visits will be classroom observations. University supervisors shall observe each assigned candidate at least once every other week during the candidate's semester of full-time clinical practice. You are responsible for reviewing and evaluating performance including pedagogical practices, discipline-specific instruction, and professionalism as outlined in the *Danielson Framework for Teachers*. Plan to remain in the school setting for the duration of the full lesson with enough time to hold at least a short post-conference. Following the conference, remind the candidate to complete their Evidence Based Reflection within Exxat. This must be completed within 48 hours of the lesson to ensure timely feedback. Once the reflection is completed, you will submit the Formal Observation Form in Exxat.

NOTE & NEW: You will complete an evaluation for the TPA-recorded lesson. TPA video and artifacts are collected as part of Observation 2 and 4. A third collection may take place during Observation 6, if needed. REMINDER: New observations should not be conducted until previous lesson evaluations are complete and the candidate has had the opportunity to review the feedback.

NEW: *Mentor Teacher Communication*

In addition to frequent contact with the candidate, it is also expected that you will continually articulate with the mentor teacher. This begins with speaking with the mentor at each visit and reporting your takeaways within the designated section of the Formal Observation Form. As needed, also offer support with the Exxat system. In addition, monitor the timely completion of mentor observations and evaluation based on the Student Teaching Calendar (see Appendix A: Student Teaching Calendars). If you have concerns with the mentor teacher's ability to meet program expectations, contact the designated lead of supervisors and/or Field Director.

Initial Progress Report

The initial progress report is completed after the 2nd observation and serves as a summative indicator of a teacher candidate's performance to date. The report is designed to offer insight into the candidate's contributions in planning and instruction as well as their overall behavior and professionalism. While this report is done early in the experience, it serves to document any early concerns or areas in need of growth that will be important to candidate success. Rate the teacher candidate, accordingly, giving specific written feedback to support ratings. Low ratings are a sign of areas for improvement. **It is essential that ratings reflect performance so that candidates are aware of any areas for improvement and what is needed to meet program expectations of performance.** If your candidate has issues that could impede success beyond those normal for a new teacher candidate such as unpreparedness/tardiness or if there are other issues with the placement, please notify the designated lead of supervisors immediately. This allows for additional support and early intervention to take place where needed.

Support the Candidate in Completing the TPA

Candidates complete TPA in alignment with your observation schedule. A total of 2 tasks (with a 3rd if needed) is completed as part of TPA. **Task 1 is completed in alignment with Observation 2. Task 2 is completed in alignment with Observation 4. Task 3, if deemed necessary, is completed in alignment with Observation 6.** Candidates will record their instruction while you are present for your observation, following Stockton protocol ("backs of heads"). Upon completion of your observation, you should continue with your typical protocol including a post-observation conference and written summary to the candidate. Written summaries, as a reminder, should be thorough and descriptive in nature to provide necessary details on observed performance.

TPA is based on the candidate's own reflection of their teaching performance with consideration of feedback/critique received by the mentor teacher and university supervisor. Beyond your typical feedback after an observation takes place, **you should not provide direct support on task commentaries and/or artifacts submitted as part of TPA.** If a teacher candidate is found doing so, it will invalidate their score. If in doubt, contact the TPA instructor for guidance.

Mid-Term Evaluation and Review of Progress

Student teaching is a growth model of instruction. The midterm evaluation is a summative evaluation of the teacher candidate's performance to date including all previous formal observations and input from the mentor teacher. This evaluation is completed after the 4th observation. Evaluation will include a level of performance for all domains of *Danielson Framework*. Levels of performance should be noted with commentary to support each rating given. Areas of strength and need for improvement should be articulated in comment areas provided. The evaluation should be discussed with the teacher candidate and mentor teacher. In addition, the mentor teacher will be asked to complete a separate midterm evaluation. If the teacher candidate is not making sufficient growth by mid-term, provide ratings to indicate areas for improvement with specific commentary articulating deficiencies in performance and **contact the lead of supervisors and/or Field Director.**

Final Evaluation

The *Final Evaluation Form* is completed after the 6th or last observation (if additional visits are planned). This serves as a summative evaluation of the teacher candidate's performance for the full semester. All previous observations, evaluations, and input from the mentor teacher should be considered prior to completing this form. Evaluation will include a level of performance for all domains of *Danielson Framework for Teaching*. Responses should include ratings for each component within *Danielson Framework for Teaching* and written commentary to support the ratings. You will also indicate a grade for the student teaching experience. The grade should align with ratings, commentary, and conform to the program's grading policy (see Part IV of this handbook). This form should be discussed with the teacher candidate and mentor teacher. The mentor teacher will also be asked to submit his/her own separate mid-term and final evaluation form; however, you make the final judgment of performance in consultation with the mentor teacher.

NEW: Supervisors as Adjuncts

Per the Stockton University contract, university supervisors are considered adjuncts. As such, you are the candidate's instructor for EDUC 4990 *Final Clinical Practice* and are responsible for:

Reporting any received documents or requests from the Learning Access Program. This must be immediately shared with the Fieldwork Director.

Completing the Confirmation of Academic Engagement (formally Roster Verification) typically within the first two weeks of the semester. Please monitor your Stockton University email for directions in completing this process.

Posting the candidate's final course grade. This is done through the Stockton GoPortal's Faculty tab; see Student Teaching Calendar (see Appendix A: Student Teaching Calendars) for due dates.

Special Problems/Issues

If any other problems arise, the university supervisor should call the Field Director or designated lead of supervisors at the School of Education (609) 652-4688. Feel free to discuss a problem, even after the first supervisory visit, should you sense there will be difficulty in resolving it satisfactorily. Serious problems should be documented in writing and, if warranted, a student teaching experience may be discontinued or terminated.

Supervisor Teacher Survey

Supervisors will complete a short survey of their experience at the end of the semester. The survey gathers feedback on the student teaching structure including your experiences with the mentor teacher.

Part V: Student Teaching Termination Procedures

Definition

There are three types of termination:

- school district termination, generally arising after a breach or unexpected situation, which follows the School District Procedure (see below: School District Procedure)
- School of Education termination, generally arising for academic or behavioral reason, which follows the University Procedure (see below: University Procedure)
- self-termination, a teacher candidate who decides to withdraw voluntarily, which follows the Self-Termination Procedure (see below: Self-Termination Procedure)

Follow All Applicable Policies and Procedures

Teacher candidates must adhere to the policies and procedures of

- the University (Campus Conduct Code as found in the University Bulletin and Student Handbook); and
- the School of Education (Teacher Education Program & Student Teaching Handbooks); and
- the school building and district where they are completing their placement; and
- the New Jersey Professional Standards for Teachers (N.J.A.C.6A: 9) (see Appendix B).

A breach of any of the above may result in student teaching termination.

Reasonable Cause

Students may be considered for termination following verifiable reports of low performance, unprofessional or unethical conduct, and/or multiple reports of a student's lack of capacity for appropriate teaching dispositions. Reasons for termination include, but are not limited to, inadequacy, incompetency, insubordination, and ethical misconduct. Stockton's School of Education will inform students on reasonable cause as soon as we have verified reports. However, according to their own jurisdiction, a school district holds the right to terminate a teacher candidate at any time. This Handbook provides for a strict limit of one re-attempt for Student Teaching, provided that the situation does not result in dismissal from the program and/or university.

School District Procedure

Placement: Generally, the School of Education is formally alerted to a school district concern, which is immediately referred to the Dean of Education. In the case of a school district requesting termination, the decision of the school district is final and not subject to appeal.

Program: Students must attend a post-termination meeting with the Program Chair and designated lead of supervisors. The Program Chair communicates the outcome(s) of this meeting to the Dean of Education (or his/her designee in the event the Dean serves as a preceptor for the teacher candidate). If a reattempt at student teaching is requested, this too is communicated to the Dean who makes the decision on whether a student may be granted a second and final attempt.

Academic Affairs/University: Based on the circumstances, the Dean may opt to refer relevant aspects of the situation to the office of the Provost and/or the Dean of Students.

University Procedure

Placement: A situation that appears to warrant termination will be investigated by the Dean of Education or his/her designee, who will make every effort to gather information from multiple sources. This may include the university supervisor, appropriate faculty, school administrator(s) and mentoring teacher(s). Once the investigation is complete, the Dean makes a recommendation to the Field Director and designated lead of

supervisors for appropriate action on the placement. The Field Director makes the final decision regarding placement.

Program: As warranted, the Field Director or designated lead of supervisors will also notify the Program Chair if a program level meeting is required. The Program Chair communicates the outcome(s) of this meeting to the Dean of Education or his/her designee including an improvement plan that must be met by the candidate if a second student teaching attempt is to be granted. The plan may include credit-bearing course work during an additional semester of study.

Academic Affairs/University: Based on the circumstances, the Dean may opt to refer relevant aspects of the situation to the office of the Provost and/or Dean of Students. The Provost will make the final decision regarding the student's status with the University.

Self-Termination Procedure

Placement: Teacher candidates who find it necessary to terminate their placement must notify their university supervisor and the Field Director. The Field Director makes the final decision regarding placement and notifies the Program Chair to set up a program level meeting.

Program: Teacher candidates who self-terminate their placement must meet with the Program Chair to review their exit and/or re-entry plans. In the case of reported performance issues by the supervisor and/or mentor teacher that may have led to self-termination, an improvement plan will be written should the teacher candidate wish to seek a second attempt at student teaching. The Program Chair records the outcome of this meeting in the teacher candidate's record and notifies the Field Director.

Academic Affairs/University: Teacher candidates who self-terminate and wish to re-attempt Student Teaching, must follow all applicable policies regarding leaves of absence and matriculation.

Charges for Incurred Expenses

Should a teacher candidate be terminated, or self-terminate at any time once student teaching begins, she/he will be assessed accordingly for university expenses already incurred (i.e. tuition & fees, mentor teacher's honorarium, student teaching supervisor fees, administrative costs). 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 Stockton classes during 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. Incompletes will not be awarded in student teaching (EDUC 4990). There are only two attempts permitted for student teaching. If a teacher candidate plans to register for a second attempt, he/she must first meet with the Program Chair for a debrief of the first attempt and to design/implement a professional improvement plan. After the improvement plan has been successfully completed, the Program Chair and Dean may grant continuation to a second and final attempt to pass student teaching.

Candidates must earn a C or better in EDUC 4994 Final Clinical Practice Capstone to qualify for certification. Depending on circumstances and candidate performance, the EDUC 4994 instructor and candidate may consult with the Program Chair to determine eligibility for an Incomplete. If a candidate is not eligible for an incomplete based on university guidelines, the Program Chair will develop an action plan for the candidate that may include re-taking all or part of the Student Teaching curriculum as a developmental pathway to certification. All tuition and fees for this action plan are the responsibility of the candidate.

Part VI: Student Teaching Grading Policies

Assigning the final grade for student teaching is the responsibility of the university supervisor. The grade should reflect the supervisor's professional judgment of the teacher candidate's overall performance during the semester based on all observations, evaluations and include consideration of input from the mentor teacher. To be recommended for certification, the teacher candidate must earn a grade of B- or higher and have demonstrated Basic levels of competence in all four domains assessed: (1) Planning and Preparation, (2) Learning Environments, (3) Learning Experiences, and (4) Principled Teaching.

Note: If a student is performing at below Basic levels of competence at the Initial Progress Report or Midterm Evaluation, the supervisor must notify the School of Education no later than the mandatory Midterm Summary Performance Review.

Final Grades

Final grades are determined using the following rating breakdown based on *Danielson Framework for Teaching* levels of performance. Each component is judged on a 1 to 3 scale (1-unsatisfactory/developing, 2-basic, and 3- proficient). Ratings for components of all domains are averaged to determine the final grade. This practice is modeled against state guidelines for performance expectations of novice teachers. (See [Evaluation Scoring page on the NJDOE website](#) for details.) The following grading scale will be used for determination of the final grade for Final Clinical Practice (Student Teaching) EDUC 4990:

Grade	Average rating
A	2.8-3.0
A-	2.60–2.79
B+	2.40–2.59
B	2.20-2.39
B-	2.00–2.19
C or lower	1.99 or lower

A Range (A or A-) —Indicates that the teacher candidate has consistently met all expectations of the program, supervisor, and mentor teacher throughout the course of the semester as determined by the overall performance rating within all domains of the *Danielson Framework for Teaching*.

B Range (B, B+, or B-) —Indicates that the teacher candidate has generally, but with some inconsistencies, met the expectations of the program, supervisor, and mentor teacher during the semester as determined by the overall performance rating within all domains of the *Danielson Framework for Teaching*.

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

The minimum grade requirement for successfully completing Student Teaching is a B minus (B-). Should a candidate's grade fall below a B-, a full semester of Student Teaching must be repeated to be recommended for certification (again at a level of B- or higher). The School of Education reserves the right to determine whether or not the candidate will be permitted to repeat Student Teaching, after reflection and completion of a professional improvement plan which may take an additional semester (see Part V of this handbook). The grade appeals policy can be accessed from the Stockton Home Page under [Academics/Academic Affairs/Policies & Procedures](#). As with all other Professional Education Requirements, a candidate may not register for Student Teaching more than twice. No incompletes are awarded in Student Teaching.

Appendix A: Student Teaching Calendars

Calendar Fall 2024

<u>Supervisor</u>		<u>Important Dates</u>		<u>Mentor Teacher</u>	
Date	Visit/Observation			Date	Visit/Observation
September 2024					
8/26 - 9/6	Meet and Greet	9/3	Labor Day	9/9 - 9/20	1st Observation
9/9 - 9/20	1st Observation				
9/23 - 10/4	2nd Observation	9/23-10/4	record Observation 2 for use with TPA submission 1	9/23 - 10/11	2nd Observation
Deadline to apply for Graduation 10/1					
October 2024					
10/4	Progress Report	10/14	Indigenous People's Day (formerly Columbus Day)		
		10/14	TPA submission 1 w/5 min video & commentary	10/11	Midterm Evaluation
10/7 - 10/18	3rd Observation			10/14 - 11/1	3rd Observation
10/21-11/1	4th Observation	10/21-11/1	record Observation 4 for use with TPA submission 2		
November 2024					
11/1	Midterm Summary Performance Review	11/7-11/8	NJEA Convention		
11/4 - 11/15	5th Observation	11/19	Final day to withdraw from course with W grade.	11/4-11/22	4th Observation
		11/15	TPA submission 2 w/10 min video & commentary		
11/18-12/4	6th Observation		(If needed- record Observation 6 for TPA submission 3)		
		11/28	Thanksgiving		
December 2024					
12/9	Final Performance Review	12/11	(If needed- TPA Submission 3 w/10 min of video & commentary	12/4	Final Performance Review
12/17 Final Day of Student Teaching (Unless absences, delayed observations/evaluations, or delayed start to student teaching require additional days of student teaching)					
12/19 by noon	Post final grade in Stockton GoPortal. (must have all observations & evaluations complete)	12/17	Term ends		

Calendar Spring 2025

<u>Supervisor</u>		<u>Important Dates</u>		<u>Mentor Teacher</u>	
Date	Visit/Observation			Date	Visit/Observation
January 2025					
1/2-1/8	Meet and Greet	1/1	New Year's Day	1/9-1/24	1st Observation
1/9-1/17	1st Observation	1/2	School starts		
1/20-1/31	2nd Observation	1/20	Martin Luther King Day		
		1/20-1/31	record Observation 2 for use with TPA submission 1		
February 2025					
1/31	Progress Report	2/1	Deadline to apply for Graduation	1/27-2/14	2nd Observation
2/3-2/14	3rd Observation				
		2/17	TPA submission 1 w/5 min video & commentary	2/14	Midterm Evaluation
				2/17-3/7	3rd Observation
2/17-2/28	4th Observation	2/17-2/28	record Observation 4 for use with TPA submission 2		
March 2025					
2/28	Midterm Summary Performance Review				
3/3-3/14	5th Observation			3/10- 3/28	4th Observation
		3/14	TPA submission 2 w/10 min video & commentary		
3/17-3/28	6th Observation	3/17-3/28	(If needed- record Observation 6 for TPA submission 3)	4/2	Final Performance Review
April 2025					
4/9	Final Performance Review by Supervisor	4/10	Final day to withdraw from course with a W grade.		
		4/4	(If needed- TPA Submission 3 w/10 min of video & commentary)		
4/16 Final Day of Student Teaching (Unless absences, delayed observations/evaluations, or delayed start to student teaching require additional days of student teaching)					
May 2025					
5/12 by noon	Post final grade in Stockton GoPortal. (must have all observations & evaluations complete)	5/9	Term Ends		
		5/16	Tentative Commencement Date		

Appendix B

New Jersey Professional Standards for Teachers

The Stockton Teacher Education Program is aligned to the New Jersey Professional Standards for Teachers (NJPST). These standards outline the competencies expected of a novice teacher including the performances, knowledge and dispositions. Standards are broken into four main categories with a total of eleven standards. These standards are further aligned with the 2011 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)

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.

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.

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)

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.

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)

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.

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

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)

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

Standard Ten: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues,

other school professionals, and community members to ensure learner growth, and to advance the profession.

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

NEA Code of Ethics of the Education Profession

The Stockton Teacher Education Program is aligned to the NEA Code of Ethics of the Education Profession. As such, students 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 National Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term 'educator' includes education support professionals.

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 base on race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly –
 - a) Exclude any student from participation in any program.
 - b) Deny benefits to any student.
 - c) Grant any advantage to any student.
7. Shall not use professional relationships with the students for private advantage
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

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

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

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

Adopted by the NEA 1975 Representative Assembly

Reprinted from the National Education Association (NEA) website:

www.nea.org National Education Association
1201 16th Street, NW
Washington, D.C.
20036 (202) 833-4000

Appendix C

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. 9:6-8.10 shall immediately report to DCP&P (Department of Children and Families, Child Protection and Permanency).

DCP&P 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. For more information go to <https://www.nj.gov/dcf/reporting/links/>

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

Appendix D

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* (2022 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.

DOMAIN 1 PLANNING & PREPARATION	DOMAIN 2 LEARNING ENVIRONMENTS	DOMAIN 3 LEARNING EXPERIENCES	DOMAIN 4 PRINCIPLED TEACHING
1a Applying Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Disciplinary Expertise • Pedagogical Content Knowledge • Knowledge of Interdisciplinary Relationships and Skills 	2a Cultivating Respectful and Affirming Environments <ul style="list-style-type: none"> • Positive Relationships • Sense of Belonging • Cultural Responsiveness • Positive Conflict Resolution 	3a Communicating About Purpose and Content <ul style="list-style-type: none"> • Purpose for Learning and Criteria for Success • Specific Expectations • Explanations of Content • Use of Academic Language 	4a Engaging in Reflective Practice <ul style="list-style-type: none"> • Self-Assessment of Teaching • Analysis and Discovery • Application and Continuous Improvement
1b Knowing and Valuing Students <ul style="list-style-type: none"> • Respect for Students' Identities • Understanding of Students' Current Knowledge and Skills • Knowledge of Whole Child Development • Knowledge of the Learning Process and Learning Differences 	2b Fostering a Culture for Learning <ul style="list-style-type: none"> • Purpose and Motivation • Dispositions for Learning • Student Agency and Pride in Work • Support and Perseverance 	3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Critical Thinking and Deeper Learning • Reasoning and Reflection • Student Participation 	4b Documenting Student Progress <ul style="list-style-type: none"> • Student Progress Toward Mastery • Shared Ownership • Maintaining Reliable Records
1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value and Relevance • Alignment to Grade-Level Standards • Clarity of Purpose • Integration of Multiple Aspects of Student Dev 	2c Maintaining Purposeful Environments <ul style="list-style-type: none"> • Productive Collaboration • Student Autonomy and Responsibility • Equitable Access to Resources and Supports • Non-Instructional Tasks 	3c Engaging Students in Learning <ul style="list-style-type: none"> • Rich Learning Experiences • Collaboration and Teamwork • Use of Instructional Materials and Resources • Opportunities for Thinking and Reflection 	4c Engaging Families and Communities <ul style="list-style-type: none"> • Respect and Cultural Competence • Community Values • Instructional Program • Engagement in Learning Experiences
1d Using Resources Effectively <ul style="list-style-type: none"> • Instructional Materials • Technology and Digital Resources • Supports for Students 	2d Supporting Positive Student Behavior <ul style="list-style-type: none"> • Expectations for the Learning Community • Modeling and Teaching Habits of Character • Self-Monitoring and Collective Responsibility 	3d Using Assessment for Learning <ul style="list-style-type: none"> • Clear Standards for Success • Monitoring Student Understanding • Timely, Constructive Feedback 	4d Contributing to School Community and Culture <ul style="list-style-type: none"> • Relational Trust and Collaborative Spirit • Culture of Inquiry and Innovation • Service to the School
1e Planning Coherent Instruction <ul style="list-style-type: none"> • Tasks and Activities • Flexible Learning • Student Collaboration • Structure and Flow 			4e Growing and Developing Professionally <ul style="list-style-type: none"> • Curiosity and Autonomy • Developing Cultural Competence • Enhancing Knowledge and Skills • Seeking and Acting on Feedback
1f Designing and Analyzing Assessments <ul style="list-style-type: none"> • Congruence with Instructional Outcomes • Criteria and Standards • Planning Formative Assessments • Analysis and Application 	2e Organizing Spaces for Learning <ul style="list-style-type: none"> • Safety and Accessibility • Design for Learning and Development • Co-Creation and Shared Ownership 	3e Responding Flexibly to Student Needs <ul style="list-style-type: none"> • Evidence-Based Adjustments • Receptiveness and Responsiveness • Determination and Persistence 	4f Acting in Service of Students <ul style="list-style-type: none"> • Acting with Care, Honesty, and Integrity • Ethical Decision-Making • Advocacy

