

CALDWELL COLLEGE

DIVISION OF EDUCATION

FIELD EXPERIENCE HANDBOOK

PRACTICUM/STUDENT TEACHING

FIELD EXPERIENCE HANDBOOK

THIS HANDBOOK IS USED FOR STUDENTS
IN INSTRUCTIONAL DESIGN I ,II AND
STUDENT TEACHING COURSES

THE BOOK IS SELF EXPLANATORY AND
ALL EXAMPLES OF FORMS AND LETTERS
USED DURING YOUR EXPERIENCE IN THE
EDUCATION DEPARTMENT ARE
CRITIQUED FOR YOUR BENEFIT

DIRECTOR OF FIELD SERVICES
DR. ROBERT ROSADO

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JEANNE POLLEDRI

FIELD EXPERIENCE HANDBOOK

TABLE OF CONTENTS

Mission Statement	1
Department of Education Programs	1
Statement of Philosophy and Acknowledgement	2
Policies, Responsibilities, and Guidelines	
Legal Liabilities and Insurance.....	3
Substitute Policy.....	3
Job Action/Strike.....	3
Reporting Child Abuse in New Jersey.....	3
Assigned School’s Calendar and Schedule.....	4
Attendance.....	4
Inclement Weather.....	4
Extended Absence of Cooperating Teacher.....	4
Dress Code.....	5
Mantoux Testing and Fingerprinting.....	5
Key Interactions in Field Experience.....	6
Letter to Student Teacher.....	7
Letter to Cooperating Teacher and College Supervisor.....	8
Information for a Cooperating Teacher of a Student Teacher.....	9&10
What Student Teachers Appreciate.....	11
Phases of the Clinical Practice Experience: Suggested Timeline for Student Teachers	12&13
Student Teacher Data and Classroom Schedule.....	14
College Supervisor Checklist for Student Teacher Observations... ..	15&16
Letter to Student Intern (ED 448/449).....	17
Letter to Cooperating Teacher of Student Interns (ED 448/449).....	18

APPENDIX.....	19
NJ INTASC Standards	20
Suggested Lesson Format... ..	21-28
Madeline Hunter Instructional Process.....	29
Policy for Mileage Reimbursement for College Supervisors.....	30
Request for Honorarium and Professional Development Hours for Cooperating Teachers.....	31&32
Comment Form.....	33

All other forms are available on the college website.

The website is www.caldwell.edu/edcert.

**To access all evaluation forms, click on the heading for
“Cooperating Teachers/College Supervisors Forms”.**

**To access all field placement forms, click on the heading for
“Application Information/Forms”.**

CALDWELL COLLEGE MISSION STATEMENT

Founded in 1939 by the Sisters of St. Dominic, Caldwell College is a Catholic institution in the Judeo-Christian tradition with a heritage of eight centuries of Dominican commitment to higher learning. Serving a diverse population of all ages, Caldwell College provides an excellent liberal arts education which promotes spiritual, intellectual, and aesthetic growth. Upon this foundation, the College offers career-related programs which prepare its graduates to take advantage of opportunities in a complex society.

In pursuit of truth and life-long learning, Caldwell College fosters the well-being of this and future generations. Through a curriculum and extracurricular programs rooted in the Catholic humanist tradition, the College seeks to empower its students to comprehend community and global issues and to act responsibly toward self and others.

CALDWELL COLLEGE DEPARTMENT OF EDUCATION

The Caldwell College Department of Education offers a B.A. degree in Elementary Education, a B.A. in a subject-specific Secondary Education discipline, an M.A. in Curriculum and Instruction, an M.A. in Educational Administration, and a program for teachers who wish to obtain a supervisor's certificate. Certification programs are offered in early childhood education (preschool through grade three endorsement), elementary education (kindergarten through grade five), middle school education (grade five through grade eight endorsement), and for the teaching of grades K-12 in art, chemistry, biology, English, French, mathematics, music, social studies, and Spanish. We offer degrees in Special Education in both Bachelor and Masters levels.

A dual certification program is available to registered nurses who wish to obtain school nurse certification and the Teacher of Health endorsement. A post-baccalaureate program is offered for teaching certification for those students who have already earned a bachelor's degree. A Teacher of the Handicapped certificate program is available to certified teachers.

EDUCATE AND INFORM ALL OF THE PEOPLE, FOR THEY ARE THE SOURCE OF OUR STRENGTH AND OUR FREEDOM

Thomas Jefferson

CALDWELL COLLEGE
Department of Education

Statement of Philosophy

The Department of Education at Caldwell College recognizes the importance of offering a high quality comprehensive professional experience in elementary and secondary schooling for students completing their pre-service in education. Recognizing that a well prepared teacher for the education of students is essential for maintaining the needs of this democratic society, we believe that our program should guarantee a learning environment in which children are intelligent in many ways. Teachers need multiple experiences, interacting with one another in order to achieve genuine understanding and excellence. Creating an environment that nurtures their unique talents and creativity, an environment that understands, respects, nurtures, and incorporates a diversity of experiences into the learning process, and an environment that is safe and respectful will cultivate a student's commitment to enduring habits of life long learning. Children have the potential to learn rigorous content when teachers incorporate high standards into their programs.

We believe that teaching and learning comprise a holistic process that builds concepts on prior knowledge and relates new learning to the strengths, experiences, environments, and communities of each student; thus, the process of teaching must be dynamic, relevant, ongoing, engaging, and participatory. Teaching demands that teachers integrate their knowledge of subjects, students, the community, and the curriculum in a safe, educationally rich, generous, and nurturing environment. Our program seeks to prepare teachers who model reflective, innovative strategies, thereby creating enthusiasm for life long learning. Our program is established to encourage pre-service teachers to respond to the needs of the individual learner with commitment, knowledge, and reflection.

We recognize that a teacher's continuing professional development is an evolving process beginning with teacher training and continuing through the course of an entire career. Professional teachers are responsible for collegial interactions and the planning, pursuit, and acceptance of the complexity of teaching and learning. The faculty of the Caldwell College Education Department takes great pride in preparing teachers to be leaders in their chosen fields, to be productive, to be compassionate, and to be respectful of the dignity and diversity of all people.

ACKNOWLEDGEMENT

Both the Department of Education of Caldwell College and the pre-service teacher recognize the valuable contribution made by the cooperating school and the Cooperating Teacher in making possible this phase of the professional education of a prospective teacher. Both are appreciative of, and grateful for, this invaluable assistance.

POLICIES, RESPONSIBILITIES, AND GUIDELINES

Legal Liabilities and Insurance

The Student Teacher, during his/her internship, is legally protected by New Jersey statutes from prosecution arising from charges of negligence or overt action as is a licensed, fully employed teacher.

Whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including any student teacher, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom.

(Source: New Jersey State Law Title 18A:16-6 – Indemnity of Officers and Employees Against Civil Actions)

Substitute Policy

Caldwell College does not permit a Student Teacher to be used as a substitute teacher, with or without compensation, while completing his/her professional internship. When a Cooperating Teacher is absent, it is expected that the school/district will hire a substitute teacher.

Job Action/Strike

If during the period of student teaching, a cooperating school district experiences a dispute, conflict, job action, and/or strike, the professional intern should observe the following policy:

1. As soon as the action is in progress, the Student Teacher is to telephone the College Supervisor or the Caldwell College Department of Education.
2. The Student Teacher is not to cross the picket lines or in any way participate in a job action.

Reporting Child Abuse in New Jersey

As a Student Teacher or Student Intern, you are advised to consult with your Cooperating Teacher and Caldwell College Supervisor as soon as possible.

Assigned School's Calendar and Schedule

A Student Teacher is required to be in the school and under direct supervision for the designated period of time and for the preparatory periods before and after school. The Student Teacher is to follow the Cooperating Teacher's daily schedule, arriving and leaving when the Cooperating Teacher arrives and leaves, unless the Student Teacher has a scheduled class at Caldwell College. He/she will observe vacation and holidays of the school district to which he/she is assigned. If on vacation from assigned school, a Student Teacher is still expected to attend Caldwell College classes as scheduled.

Attendance

Professional interns have an obligation to be consistently present and punctual. Student Teachers should be in their assigned school at the time designated by their Cooperating Teacher and Principal. For the semester, they should remain at the school for the time duration as specified by the Caldwell College Department of Education.

The Student Teacher is expected to be present for all assigned days of the school term. No absences will be allowed except for illness or death in the immediate family. If absence is necessary, the Student Teacher is to make three (3) calls to notify: (1) the assigned school (Cooperating Teacher); (2) the College Supervisor; (3) Caldwell College Director of Field Experience (973-618-3629) who will determine how the Student Teacher may make up the work.

Regarding college related activities, all Student Teachers are mandated to attend any orientation meetings and/or other conferences, workshops, and seminars scheduled by the Department.

Inclement Weather

A Student Teacher's responsibilities for attendance are the same as those of the professional classroom teacher. On days when the weather is questionable, the Student Teacher should listen to the local radio stations to find out about possible school closings. Announcements are available on the radio stations by 6:00 A.M. It is advisable that Student Teachers confirm that they are on their Cooperating Teacher's Call List.

Extended Absence of Cooperating Teacher

In the event that the Cooperating Teacher is unable to perform the supervisory function for any extended period of time, the professional intern may be reassigned. The Principal, College Supervisor, and the Caldwell College Director of Field Experience will determine a reassignment in the same school or another appropriate setting.

Dress Code

A Student Teacher should dress according to the professional standards established by the teachers and the district. Jeans and midriff baring shirts are not appropriate for most teaching situations.

Mantoux (Tuberculin) Testing and Fingerprinting

Student Teachers are advised to follow the assigned school district's policy for the Mantoux Test and for fingerprinting.

KEY INTERACTIONS IN FIELD EXPERIENCE

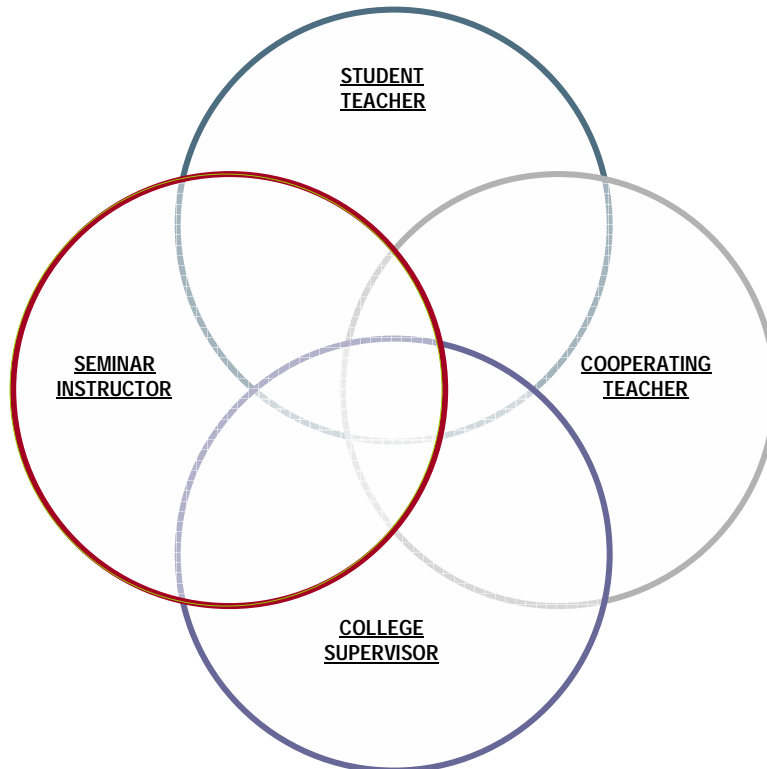
Page 6

1-Student teachers and Seminar Instructors parallel each other in learning process ethics instructional models core curriculum NJ PTS.

2-Communication and articulation are all shared equally by the, College Supervisor, Cooperating Teacher and Seminar Instructor.

3-Observation modeling collegiality mentor support is achieved by the Student Teacher and the Cooperating Teacher.

4-Joint analysis, assessment, evaluation and reflection are key points in all four areas of expertise.





Dear Student Teacher:

Welcome! Becoming a teacher is an exciting and challenging experience. It assumes a commitment to quality instruction in order to educate all children. If your clinical practice is to be productive, then you need learn something about teaching, about yourself, about learners, about your subject matter, and about the setting in which teaching occurs. Your student teaching will challenge you to new ways of thinking. Becoming a successful teacher requires teamwork among several key education professionals: you, the teacher candidate, your Cooperating Teacher, your College Supervisor, and your Seminar Instructor.

The process of becoming a successful teacher from Caldwell College involves many critical experiences. This handbook addresses two of them: Instructional Design I and II (ED 448/449) followed by the student teaching experience (ED 470). Teaching is a remarkable opportunity and an awesome responsibility. It is difficult to transmit the extent of your influence as a teacher. You are about to enter a valuable profession that will require integrity, knowledge, talent, patience, humor, and energy. You are encouraged to become an integral part of your classroom and school community so that you are totally involved in the process of education. Use all opportunities as a challenge for growth, development, and joy.

This handbook is meant to be a resource guide for you and your colleagues. Use, adapt, and extend the suggestions in this handbook to guide you in your role as a professional and to develop your own strengths and professional interests.

If there are any questions or concerns that you may have, you should communicate these with your College Supervisor, your Cooperating Teacher, your Seminar Instructor, and/or the Caldwell College Department of Education.

Sincerely,

CALDWELL COLLEGE DEPARTMENT OF EDUCATION



Dear Cooperating Teacher and College Supervisor:

Our education students are about to embark upon a professional experience that requires your guidance, assistance, and cooperation in transmitting to him/her those skills and strategies of teaching that you have achieved through years of dedicated service to the teaching profession. We are all about to begin a new semester counseling, directing, supporting, and advising our Student Teachers as they attempt to integrate theory and practice. For this reason, we suggest that what you and your Student Teacher decide to do should depend on the nature and needs of the student population, the school district's expectations, and the strengths and competencies of both you and your Student Teacher. A Student Teacher's personal attributes and abilities will often determine the pace at which he/she participates in the complete teaching experience.

When you are assigned a Student Teacher, please note that each is a professional apprentice. Apprentices learn by modeling strategies in an environment in which they are mentored, supported, supervised, encouraged, counseled, and provided with valuable feedback. The four interacting spheres of Student Teacher, Cooperating Teacher, College Supervisor, and Classroom Professor all seek to provide an environment for this clinical experience where the best existing research, theory, and practice combine to implement a broad set of education goals including the New Jersey Core Curriculum Content Standards and the NJ INTASC Standards.

This handbook should answer most of your questions relating to the experience. Our philosophy, performance objectives, guidelines, suggestions, evaluation forms, and other materials are included in this handbook. Please review them carefully. If there are any questions or concerns, the Cooperating Teacher and the College Supervisor should communicate with one another and/or contact the Office of Field Placement (973-618-3629).

Thank you for your interest and willingness to support our teacher education programs. Our programs are highly dependent on your expertise and commitment to Caldwell College and the preparation of our future teachers.

Sincerely,

CALDWELL COLLEGE DEPARTMENT OF EDUCATION

CHECKLIST FOR A COOPERATING TEACHER OF A STUDENT TEACHER

The following checklist is a partial summary of required and recommended responsibilities involving the Cooperating Teacher's role in the professional internship experience.

- Have an initial conference with the Student Teacher at the start of the semester
- Have an initial conference with the Student Teacher's College Supervisor
- Share class routines, procedures, student assessments, special needs
- Orient Student Teacher to building and facilities
- Introduce Student Teacher to staff, class, schedule, school policies, and procedures
- Introduce and review district curriculum guide(s) and New Jersey Core Curriculum Content Standards (NJCCCS) specific to grade/subject level
- Provide personal work space (desk, etc.) within classroom
- Sequence responsibilities so that the Student Teacher becomes gradually involved with:
 - a. observation
 - b. individual students
 - c. small groups
 - d. total class
- Consult Suggested Timeline for Student Teachers (included in Handbook)
- Consult NJ INTASC Standards (see Appendix)
- Provide/suggest varied opportunities for Student Teacher to attend or participate in:
 - a. board meetings
 - b. parent conferences
 - c. visitations to other classrooms for the purpose of observation
 - d. bulletin board preparation
 - e. videotaped lessons
 - f. extra-curricular/after school activities and functions
 - g. professional development seminars and workshops
 - h. Child Study Team referral process
 - i. field trips
- Provide a model of effective teaching
- Require the Student Teacher to create lesson plans (cooperatively and then independently)
- Review plans and make suggestions, as needed
- Keep Student Teacher aware of problem areas and document any concerns as soon as possible
- Identify Student Teacher's strengths
- Record all absences and tardiness
- Include Student Teacher in calling list for school closure
- Provide Student Teacher with all the necessary texts, manuals, and materials

- Provide Student Teacher with opportunities to execute teaching strategies they have learned in their education classes
- Plan for regular professional development conferences with the Student Teacher:
 - a. offer reinforcement and encouragement
 - b. provide constructive criticism: model suggested changes
 - c. encourage Student Teacher to reflect on lessons (yours and his/hers) in order to become self-directed and to encourage self-assessment
 - d. consider the following topics for discussions
 - lesson planning
 - teaching strategies
 - classroom management techniques
 - student concerns
 - record keeping
 - evaluation forms
 - pupil assessment (informal, formal, standardized)
- Four (4) feedback evaluation reports should be submitted to the College Supervisor at regular intervals according to the following schedule:
 - Report 1: due by 4th week of Student Teacher's assignment
 - Report 2: due by the 8th week of Student Teacher's assignment
 - Report 3: due by the 12th week of Student Teacher's assignment
 - Report 4: due by the final week of Student Teacher's assignment
- A summative report should be submitted a the mid-term and at the end of the experience
- Review your evaluations with the Student Teacher before you submit them to the College Supervisor.

WHAT STUDENT TEACHERS APPRECIATE

A Cooperating Teacher who:

- makes the Student Teacher feel welcome and comfortable in the school.
- is available and willing to respond to questions and concerns of the Student Teacher
- gives timely formal and informal feedback to the Student Teacher on lessons, management, planning, style, and other components of the teaching process
- identifies topics or areas on which the Student Teacher is to focus during the day
- encourages the Student Teacher to try his/her own ideas and to take risks so as to develop his/her own identity and style
- demonstrates a variety of teaching strategies and instructional skills
- takes the Student Teacher to faculty meetings, committee meetings, team meetings, and professional development sessions, when appropriate
- helps the Student Teacher think about and assess personal management style and its effectiveness
- displays an interest in the future plans of the Student Teacher
- familiarizes the Student Teacher with a variety of diagnostic and assessment tools
- shares grading procedures and practices and school/district grading policies
- includes the Student Teacher in parent conferences or child-study meetings, when appropriate
- assists the Student Teacher in planning, writing, and administering teacher-made materials and student assessment techniques (tests, portfolios, journals, etc)
- shares the pleasures and satisfactions of teaching while acknowledging the responsibilities
- models effective communication with colleagues, parents, and the community
- models respect for individual and cultural differences
- builds self-confidence by commending lesson plans, strategies, choice of materials, chosen assessments, classroom climate, and management skills
- suggests and models alternate procedures and strategies, task analyses, and presentation techniques

PHASES OF THE CLINICAL PRACTICE EXPERIENCE
SUGGESTED TIMELINE FOR STUDENT TEACHERS

FIRST WEEK

The objective of the student should be one of developing familiarity with the administrative and curricular aspect of the classroom routine. These suggestions are to be considered to be part of an ongoing process throughout the semester:

- keep classroom attendance
- learn the names of all of the students
- become familiar with the physical plant
- become familiar with the administrative organization within the school and the district
- know the school rules and regulations
- keep a copy of the calendar of events
- increase familiarity with classroom instructional materials and resources and the storage thereof
- observe classroom management procedures
- become familiar with records, reports, and grading criteria
- be able to identify appropriate formal and informal student evaluations and assessments that are in place
- participate in teacher workshops when appropriate
- participate in planning field trips and parties
- provide College Supervisor with a copy of class schedule (included in Handbook)
- become familiar with NJ INTASC Standards (see Handbook Appendix)
- recognize New Jersey Core Curriculum Content Standards (NJCCCS) in planning
- assist with bulletin boards

SECOND AND THIRD WEEKS

Part Time Instruction

- lesson plans developed jointly between Student Teacher and Cooperating Teacher
- team teaching
- small group instruction
- direct interaction with students
- grading papers
- observation and participation (when appropriate) in the Child Study Team referral process
- implementation of multiple teaching strategies
- use of recognized Instructional Models
- create bulletin boards

FOURTH THROUGH SEVENTH WEEKS:

Increased participation in all aspects of the teaching process:

- small group instruction
- individualized instruction
- large group instruction
- cooperative and independent development of lesson plans
- cooperative and independent choice of instructional materials, evaluation, and assessments
- adaptation of lessons to varied ability levels using levels incorporating theories of multiple intelligences and applying techniques for the differentiation of instruction
- evidence of application of Bloom's Taxonomy
- written daily lesson plans at correct level(s) of difficulty

AFTER EIGHTH WEEK

- Student Teacher should be teaching approximately 100% of the total instructional day, under the supervision of Cooperating Teacher
- maintain, practice, and refine all of the components of the previous weeks

CALDWELL COLLEGE DEPARTMENT OF EDUCATION

STUDENT TEACHER ASSIGNMENT

Please prepare this in triplicate giving one (1) copy to the College Supervisor, one (1) to the Cooperating Teacher, and one (1) for your files.

STUDENT TEACHER _____

First Name

Last Name

ADDRESS _____

and Street

Apartment #

Town

State

Zip Code

TELEPHONE (home) _____ (work) _____ (cell) _____

Area Code

Area code

Area Code

DORM ROOM _____ TELEPHONE _____

if applicable

E-MAIL ADDRESS _____

SCHOOL ASSIGNMENT _____

Name of School

Telephone #

Address

Town

State

Zip Code

PRINCIPAL _____

COOPERATING TEACHER _____

GRADE(S) OR DEPARTMENT(S) AND SUBJECTS TO WHICH ASSIGNED

ASSIGNMENT SCHEDULE

<u>TIME</u>	<u>PERIOD</u>	<u>SUBJECT & GRADE</u>	<u>ROOM</u>	<u>TEACHER</u>
	<u>1</u>			
	<u>2</u>			
	<u>3</u>			
	<u>4</u>			
	<u>5</u>			
	<u>6</u>			
	<u>7</u>			
	<u>8</u>			

If class meets fewer than five (5) days per week, please indicate

COLLEGE SUPERVISOR INFORMATION FOR STUDENT TEACHER OBSERVATIONS

The College Supervisor is responsible for the on-site supervision of the activities of the Caldwell College Students who are assigned to both the public and private schools or agencies of New Jersey. The College Supervisor is expected to keep the Director of Field Experience fully informed concerning the Student Teacher's performance and the progress of the student teaching program (ED 470). It is the responsibility of the College Supervisor to ensure that the Student Teacher gets as comprehensive an experience as possible during this full semester of student teaching. While the primary responsibilities are to encourage, support, observe, evaluate, and guide the Student Teacher, the College Supervisors need ensure that the experience is developmentally sound, rigorous, and intellectual, based on current educational standards and research. Please take a multi-faceted approach to your assignment and be sure that you are using a developmental approach, as opposed to exclusive supervision. You are looking for observable growth in the Student Teacher's confidence, demeanor, initiative, instructional competence, short and long range planning skills, student motivation, management techniques, diagnostic skills, classroom management responsibilities, and the attempted engagement of all of the students. With you as a resource, the professional growth of the Student Teacher will be greatly facilitated and enhanced.

In addition, the Supervisor acts as a liaison and facilitator for the Caldwell College Department of Education, the host school or agency, the Cooperating Teacher, and the Student Teacher. Many suggested activities from which a Student Teacher profits are addressed in this handbook. For the Student Teacher to become actively and comprehensively involved, you might recommend to the Cooperating Teacher, Principal, and/or Department Chair that they try to provide many of the suggested experiences for each Student Teacher. Please emphasize with each Cooperating Teacher that there need be a great deal of communication and joint planning between Student Teacher and Cooperating Teacher.

By the **8th** week of student teaching, each professional intern should be teaching full time. During this **15** week teaching period, you will be required to submit **6** feedback observation evaluations, a mid-term and final evaluation which is of a summative and narrative in nature. The Student Teacher also needs to self evaluate at the mid point and end of the experience using a summative form. The cooperating teacher needs to fill out 4 feedbacks and a mid-term and final summative. These procedures will be modified in the fall. Hold all of your Student Teacher Evaluation Reports and those of the Cooperating Teacher(s) and submit them to the Director of Field Experience during the final week of the student teaching period. In addition to the **6** observation, which should include a pre and post conference, there should be a summative conference followed by a conference for feedback, discussion, and analysis. You will begin each field placement with an initial visit to the Principal of the school as well as to the Cooperating Teaching and Student Teacher. These visits are an effort to assure a successful working relationship and to insure that all of the necessary components are in place. During this **1st** visit you do not observe the Student Teacher teaching a lesson, and no written evaluation is necessary. This initial visit might be an appropriate time for the College Supervisor, the Cooperating Teacher, and the Student Teacher to review this handbook. It should be scheduled during the first two (**2**) weeks of the field experience. It is an introductory visit.

Sample copies of Student Teacher Evaluation Forms are found in the Appendix of this publication. For the final visit, the College Supervisor shall generate a Narrative Summation representing the Student Teacher's performance that is more detailed, cumulative, and reflective of specific criteria that addresses the NJPTS Standards (NJ Professional Teaching Standards). It is advisable that you are familiar with this content and that you also encourage your Student Teachers and their Cooperating Teachers to familiarize themselves with this content. A copy of the NJPTS Standards for Beginning Teacher Licensing and Development can be found in the Appendix of this Handbook.

At each visit to the Student Teacher, the Caldwell College Supervisor should consider these essential procedures:

- Plan visits at various times in the day so that you will see a variety of subjects/sections.
- Upon arrival, notify the Principal's office that you are in the building
- Plan to observe at a time that you are able to confer with the Student Teacher immediately before and after the observation and, when appropriate, you might include the Cooperating Teacher in part of the post observation conference to discuss performance and other issues. Everyone is to get copies of signed feedback forms.
- Obtain four (4) feedback reports from the Cooperating Teacher at dates specified in the accompanying Cooperating Teacher Checklist and the 2 summative reports.
- Familiarize yourself with the Cooperating Teacher's and the Student Teacher's checklists, the suggested timelines, attendance procedures, and required and recommended responsibilities of each individual
- Consider Bloom's Taxonomy and Instructional Design Models (Madeline Hunter's Instructional Design Model included in Appendix) when you are observing and evaluating
- Focus on critical issues such as questioning techniques, teaching strategies, classroom management, knowledge base, diagnostic skills, prescriptive skills, the differentiation of learning concepts, teaching to the correct level of difficulty, multiplicity of resources, technological and/or visual aids used, and other elements directed at documenting the Caldwell College Evaluation Form
- When you enter the room, the Student Teacher should provide you with a lesson plan and the appropriate materials being used with the students for the lesson
- Take notes and gather adequate data for a fair and comprehensive evaluation of the Student Teacher in order to encourage dialogue and the Student Teacher's ongoing self-evaluation and assessment
- Attendance at the initial Orientation, mid-semester Symposium for College Supervisors, and the Final Recognition Reception is important and mandatory



Dear Student Intern (ED 448/449):

You are now entering the introductory practicum stage of your pre-professional preparation. For many of you, this may be your first contact out of your Caldwell College classroom and into the realm of your future students. You are crossing a line that will take you from the instructed to the instructor. This is a significant change, though even as a teacher you will never cease to learn from your students, your colleagues, your administrators, and your continuing education. The profession of teaching is one of continuous growth and learning. You have chosen wisely.

In your new role, there are expectations and requirements which are noted in this handbook. You will be expected to develop a relationship with your Cooperating Teacher and perhaps with some of the students. Your field experience in ID I (ED 448) will begin with 60 field hours of careful observation, note taking, and communication with your Cooperating Teacher, College Supervisor, and your Instructional Design (448/449) Professor. In ID II (ED 449), you will have the opportunity to analyze and implement planning and instructional skills prior to the Student Teaching experience (ED 470). In ID II (ED 449), you will refine your knowledge and skills while preparing lessons for critiquing. ID II (ED 449) requires an additional 60 hours in the field.

Use these new experiences as a challenge and an opportunity for growth and development. If you have any questions or concerns please contact your College Supervisor or your Instructional Design teacher.

Sincerely,

CALDWELL COLLEGE DEPARTMENT OF EDUCATION



Dear Cooperating Teachers of Student Interns (ED 448/449):

As a Cooperating Teacher for one of our field experience students (ED 448/ED 449), this brief outline of possible involvements for our students might be helpful. Please note that these are merely suggestions that may be implemented at your discretion. The student might be assisted to ease into some of these minimal responsibilities at a pace that you consider appropriate, given the assigned student's knowledge and understanding of educational theory, curriculum content, human relation skills, professionalism, and insight. Note that the Caldwell College Student Intern will be in your classroom one day per week for a period of 60 hours. The required weekly hours might be split to accommodate a student's schedule. In this Handbook is an attendance sheet that needs to be maintained for Student Interns and signed by both you and the Student Intern. If you and/or the Student Intern require clarification please feel free to contact your student's College Supervisor or the Caldwell College Director of Field Placement (973-618-3629).

- Student Intern observes Cooperating Teacher and other classroom and special teachers recommended by the Cooperating Teacher
- Student Intern assists teacher with routine tasks that facilitate effective classroom management and student learning
- Student Intern corrects worksheets, quizzes, or assignments and perhaps enters them into existing recordkeeping under the guidance and supervision of Cooperating Teacher
- Student Intern conducts opening exercises and other daily classroom routines
- Student Intern assists with guided and independent practice after introduction by the teacher
- Student Intern attempts to review plans for the day with the Cooperating Teacher, before the arrival of the children, in order to develop an awareness of the day's activities and to identify areas in which he/she might be of assistance
- Student Intern observes (and assists where possible) with techniques designed to manage the class or individual student behaviors
- Student Intern may assist with whole class activities under the direct supervision of Cooperating Teacher
- Student Intern may teach simple isolated lessons, if and when appropriate
- Student Intern will take notes and observe techniques and behaviors
- Student Intern will be able to recognize and identify inclusion of the New Jersey Core Curriculum Standards (NJCCCS) and NJ INTASC Standards

Thank you for your service to the Caldwell College Department of Education. We hope that our suggestions will serve to facilitate your experience guiding and directing our pre-professional students and contribute to enhancing their educational growth.

Sincerely,

CALDWELL COLLEGE DEPARTMENT OF EDUCATION

APPENDIX

- **NJ INTASC STANDARDS**
- **SUGGESTED LESSON FORMAT**
- **MADLINE HUNTER INSTRUCTIONAL PROCESS**
- **POLICY FOR MILEAGE REIMBURSEMENT FOR COLLEGE SUPERVISORS**
- **REQUEST FOR HONORARIUM AND PROFESSIONAL DEVELOPMENT HOURS FOR COOPERATING TEACHERS**
- **COMMENT FORM**

NJ INTASC: INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM
(New Jersey Administrative Code 6A:9-3.3--- Professional Standards for Teachers)

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

Teachers know and understand:

1. in-depth the subject matter they plan to teach and the relationship of that discipline to other content areas;
2. the evolving nature of the discipline or subject matter knowledge and the need for keeping abreast of new ideas and understanding of the discipline;
3. that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing;
4. concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

Teachers are committed to:

1. appreciating multiple perspectives and conveying to learners how knowledge is developed from the vantage point of the knower;
2. enthusiasm for the discipline(s) they teach and in making connections to every day life.

Teachers engage in activities to:

1. promote the development of critical and creative thinking, problem solving and decision making skills by engaging students in formulating and testing hypotheses according to the methods of inquiry and standards of evidence within the discipline;
2. make effective use of multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understanding;
3. evaluate teaching resources and curriculum materials for their completeness, accuracy and usefulness for representing particular ideas and concepts.

Standard Two: Human Growth and Development

Teachers shall understand how children and adolescents develop and learn in a variety of school, family and community contexts and provide opportunities that support their intellectual, social, emotional and physical development.

Teachers know and understand:

1. how students construct knowledge, acquire skills and develop habits of mind and how to use instructional strategies that promote student learning;
2. how student learning is influenced by individual experiences, talents and prior learning, as well as language, culture, family, and community values;
3. how to identify and teach to the developmental abilities of students, which may include learning differences, visual and perceptual differences, cultural and socio-emotional differences, special physical or emotional challenges and gifted and talented exceptionalities.

Teachers value and are committed to:

1. the educability of all children and adolescents;
2. the belief that all children and adolescents bring talents and strengths to learning;
3. appreciation for multiple ways of knowing;
4. the diverse talents of all students and to helping them develop self-confidence and subject matter competence;
5. the belief that all children and adolescents can learn at high levels and achieve success.

Teachers apply learning theory to accommodate differences in student intelligence, perception, cognitive style and achievement levels

Standard Three: Diverse Learners

Teachers shall understand the practice of culturally responsive teaching.

Teachers know and understand:

1. how a person's world view is profoundly shaped by his or her life experiences, as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age and special needs;
2. the supports for and barriers to culturally responsive teaching in school environments;
3. the process of second language acquisition and strategies to support the learning of students whose first language is not English.

Teachers value and are committed to:

1. respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group;
2. the diversity of learning that takes place in the classroom, respect for the talents and perspectives of each student and sensitivity to community and cultural norms.

Teachers engage in activities to:

1. create a learning community in which individual differences are respected;
2. learn about the diverse students they teach, and the students' families and communities;
3. use strategies to support the learning of students whose first language is not English;
4. use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs and taking into account issues of social class, gender, race, ethnicity, language, sexual orientation, age and special needs.

Standard Four: Instructional Planning and Strategies

Teachers shall understand instructional planning, design long and short term plans based upon knowledge of subject matter, students, community goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving and the performance skills of all learners.

Teachers know and understand:

1. how to plan instruction based on students' needs, developmental progress and prior knowledge;
2. available and appropriate resources and materials for instructional planning;
3. techniques for modifying instructional approaches and the use of various technologies to promote thinking and understanding.

Teachers values and are committed to the development of students' critical thinking, independent problem solving and performance capabilities.

Teachers engage in activities to:

1. identify and design instruction appropriate to students' stage of development, learning styles, strengths and needs;
2. plan instruction based on knowledge of classroom, school and community culture;
3. evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness for representing particular ideas and concepts;

4. identify strategies to create learning experiences that make subject matter meaningful for students, address a variety of learning styles, encourage students to pursue their own interests and inquiries and help students connect their learning to personal goals;
5. plan and develop effective lessons by organizing instructional activities and materials, incorporating a wide range of community and technology resources, to promote achievement of lesson objectives;
6. use formal and informal methods of assessment, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation and revision of practices;
7. create interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

Standard Five: Assessment.

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

Teachers should know and understand:

1. the characteristics, uses, advantages, and limitations of different types of assessments (for example, criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development;
2. measurement theory and assessment-related issues, such as validity, reliability, bias and scoring concerns.

Teachers value and are committed to the belief that students' strengths are the basis for growth and their errors are opportunities for learning.

Teachers engage in activities to:

1. analyze student performance using multiple sources of data, and to modify future plans and instructional techniques that promote desired student learning outcomes;
2. provide students with constructive feedback on their learning and encourage their use of data and self-assessment strategies to monitor their progress toward personal goals;
3. accurately document and report assessment data and ongoing student data to parents and professional staff;
4. enhance their knowledge of learners and evaluate students' progress and performance using a variety of formal and informal assessment techniques to modify teaching and learning strategies.

Standard Six: Learning Environment

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe and respectful learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Teachers know and understand:

1. the principles and strategies of effective classroom management that promote positive relationships, cooperation and purposeful learning activities in the classroom;
2. how the classroom environment influences learning and promotes positive behavior for all students;
3. how classroom participation supports student commitment.

Teachers value and are committed to:

1. the roles of students in promoting each other's learning and recognize the importance of peer relationship in creating a climate of learning;
2. taking responsibility for establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole;
3. the expression and use of democratic values in the classroom.

Teachers engage in activities to:

1. maintain a learning community in which students assume responsibility for themselves and one another, participate in decision making and work collaboratively and independently;
2. create a safe and secure classroom climate for all students, by practicing effective listening and group facilitation skills;
3. create a positive classroom climate which is socially, emotionally and physically safe;
4. establish and maintain appropriate standards of behavior;
5. use instructional time effectively;
6. prepare students for and monitor independent and group work that allows for full and varied participation of all individuals.

Standard Seven: Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

Teachers know and understand:

1. how to access information regarding applicable laws, rule, regulations and procedural safeguards regarding planning and implementing the individual education program;
2. available resources related to educational strategies to accommodate individual differences and to employ positive behavioral intervention techniques to students with special needs.

Teachers value and are committed to the belief that children and adolescents with special needs can learn at high levels and achieve success.

Teachers engage in activities to:

1. apply knowledge of students' abilities/disabilities, experiences, talents and prior learning as well as language, culture, economics, family and community values to positively impact student learning;
2. employ appropriate diagnostic measures and interpret the results to implement strategies that influence learning;
3. participate in the design and implementation of the Individualized Education Program (IEP), where appropriate;
4. meet the needs of all learners by using a wide range of teaching techniques to accommodate and modify strategies, services and resources, including technology;
5. make appropriate provisions, in terms of time and circumstances for work, tasks assigned, communication and response modes, for individual students who have particular learning differences or needs.

Standard Eight: Communication

Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interactions.

Teachers know and understand the power of communication in the teaching and learning process.

Teachers value and are committed to:

1. appreciating the cultural dimension of communication, responding appropriately and seeking to foster culturally sensitive communication by and among all students in the class;
2. being a thoughtful and responsive listener.

Teachers engage in activities to:

1. communicate clearly in English, using precise language and appropriate oral and written expressions;
2. assist students individually or as a member of a group to access, evaluate, synthesize and use information effectively to accomplish a specific purpose;
3. use effective verbal and nonverbal techniques which foster individual and collective inquiry;
4. model effective communication strategies and questioning techniques in conveying ideas and stimulating critical thinking;
5. communicate in a variety of ways that demonstrate a sensitivity to cultural, linguistic, gender and social differences.

Standard Nine: Collaboration and Partnerships

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

Teachers know and understand:

1. the importance of meaningful parent/family involvement in education in addressing the unique student needs and the perspectives to be gained from effective school/home interactions that contribute to high quality teaching and learning;
2. the role of the school within the community and how to utilize diverse partnerships to contribute to student learning and development;
3. how to collaborate with all stakeholders regarding decision-making and the well-being of students while respecting student/family privacy and confidentiality.

Teachers value and are committed to:

1. recognizing the role of parents, guardians and other family members as a child's primary teacher;
2. being concerned about all aspects of the student's well-being and working with parents/families to provide diverse opportunities for student success;

3. being willing to work with parents/families and other professionals to improve the overall learning environment for students.

Teachers engage in activities to:

1. identify and utilize family and community resources to foster student learning and provide opportunities for parents to share skills and talents that enrich learning experiences;
2. establish respectful and productive relationships and to develop cooperative partnerships with diverse families, educators and others in the community in support of student learning and well-being;
3. institute parent/family involvement practices that support meaningful communication, parenting skills, enriched student learning, volunteer and decision-making opportunities at school and collaboration to strengthen the teaching and learning environment of the school.

Standard Ten: Professional Development

Teachers shall participate as active responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally and establishing collegial relationships to enhance the teaching and learning process.

Teachers know and understand how education research and other methods of inquiry can be used as a means for continuous learning, self assessment and development.

Teachers value and are committed to:

1. refining practices that address the needs of all the students and the school community;
2. professional reflection, assessment and learning as an ongoing process
3. collaboration with colleagues to give and receive help.

Teachers engage in activities to:

1. use reflective practice and Professional Development Standards to set goals for their professional development plans;
2. learn through professional education organizations;
3. make the entire school a productive learning climate through participation in collegial activities.

SUGGESTED LESSON FORMAT

Implementing the **Madeline Hunter Instructional Process** as a rubric for the elements of a successful lesson, these instructional skills, planned and used by the teacher increase the probability of student learning. The decision on which elements to include and their sequence within the lesson remains with the teacher, based on the stated learning objective; however, all of the components should be in evidence for lessons where there is new learning taking place. While Student Teachers are encouraged to follow the lesson plan format of the Cooperating Teacher, it is essential to recognize the importance of addressing and integrating other instructional models.

ELEMENTS OF A SUCCESSFUL LESSON SUGGESTED LESSON PLAN DESIGN

LESSON COMPONENT

PURPOSE

SET	Focuses students on the learning using prior learning and knowledge
LEARNING OBJECTIVE (NJCCS #)	Set at the correct level(s) of difficulty, will identify what will be learned and how they will show that they have acquired the skill(s)/knowledge
PURPOSE	Lets student(s) know why they should learn this
INPUT	Gives the students the information they need (often the result of teacher's task analysis)
MODELING	Examples, demonstrations, simulations, that show the process or product
CHECK FOR UNDERSTANDING	Involves covert and active participation to indicate to the teacher if students are learning (reflecting levels of Bloom's Taxonomy)
GUIDED PRACTICE	Gives students the opportunity to use the new learning (with teacher counsel)
CLOSURE	Summary and internalization of the new learning (overtly and/or covertly by student)
INDEPENDENT PRACTICE	Gives students the opportunity to try, to apply, and to practice new learning on their own (often HW, seatwork, informal assessment, and/or creative strategies)

Putting It All Together: MADELINE HUNTER'S INSTRUCTIONAL PROCESS

<u>LESSON COMPONENT</u>	<u>PURPOSE</u>	<u>RELATIONSHIP TO RESEARCH</u>	<u>EXAMPLE</u>
Anticipatory Set	Focuses students on the learning objective	Establishes relevance and encourages positive transfer during first prime time	“Think of what we learned yesterday about prefixes and be prepared to discuss them.”
Learning Objective	Identifies what learning outcomes are to be accomplished by the end of the lesson	Students know what they should learn and how they will know they have learned it	“Today we will identify and use suffixes”
Purpose	Explains why it is important to accomplish this objective	Knowing the purpose for learning something builds interest and establishes meaning	“Learning about suffixes will help us increase our vocabulary and give us greater creativity in our writing.”
Input	Gives students the information and skills they need to accomplish the objective	Bloom’s knowledge level help identify critical attributes	“ Suffixes are letters placed at the ends of words to change their meanings.”
Modeling	Shows the process or product of what students are learning	Modeling enhances sense and meaning to help retention	“ Examples are: -less, as in helpless; -able, as in drinkable; and -ful, as in doubtful.”
Check for Understanding	Allows teachers to verify if students understand what they are learning.	Bloom’s comprehension level	“ Tell me what you have learned so far about the meaning and use of suffixes.... (wait time)...John”
Guided Practice	Allows student to try the new learning with teacher guidance	Bloom’s application level. Practice provides for fast learning	“Here is a list of 10 words. Add an appropriate suffix to each and explain their new meaning.”
Closure	Allows students time to mentally summarize and internalize the new learning	Last chance for attaching sense and meaning, thus improving retention	“I’ll be quiet now while you prepare to tell about attributes and uses of suffixes”
Independent Practice	Students try new learning on their own to develop fluency and ownership	This practice helps make the new learning permanent	“For homework, add suffixes to words on page 121 to change their meanings”

POLICY FOR MILEAGE REIMBURSEMENT
FOR COLLEGE SUPERVISORS

As of September 1, 2003, the following policy went into effect regarding mileage reimbursement for college supervisors of students being monitored and visited in their field work assignment:

College supervisors will not be given additional mileage reimbursement if they travel 50 miles or less round trip to a field site. Any visitation to a field site in excess of 50 miles round trip will be reimbursed additionally as follows: for every four (4) visits each beyond 50 miles round trip, the College Supervisor will receive one (1) extra visitation payment.

CALDWELL COLLEGE DEPARTMENT OF EDUCATION

April 28, 2003



Request for Honorarium & Professional Development Hours for Professional Intern Mentoring

To receive an Honorarium and certificate for New Jersey Professional Development Hours, please complete the information below and mail to the Caldwell College Department of Education: Attn: Certification Office by October 15 for the Fall semester and March 1 for the Spring semester.

Semester: Fall___ Spring___ Summer___ Year_____ College Supervisor: _____
Ms./Mr. Last Name: _____ First Name: _____
Home Address: _____
City/State/Zip: _____
Telephone: _____ Social Security#: _____
Name of Student: _____ School District: _____
School and Address: _____

Will you share the mentoring responsibilities for this student with another teacher? Yes No

If yes, please indicate the teacher(s)

Name(s): _____

Directions: Fill in with a check mark.

1. Age: 20 or below 21-30 31-40 41-50 50+

2. Grade (s) You Teach (Check in as many as apply): K-8 K-12 Subject Area P-3 Teacher of the Handicapped

ESL Bilingual Special Ed. Other

3. Are you a Caldwell graduate? Yes No If no where did you receive training? _____

4. Degree (Check in highest attained): Bachelors___ Masters___ Doctorate___

Date Obtained: 1970's___ 1980's___ 1990's___ 2000's___

5. Ethnicity (Check in one) Asian___ Black___ Hispanic___ Native American___ White___

6. Have you mentored/supervised students before? Yes___ No___

7. If you answered Yes to #6, How many? (enter #) 1-2___ 3-5___ 6-8___ 9-10___ 10+___

8. Were you assigned or did you volunteer to mentor a student? (Check in one)

Assigned___ Volunteered___

9. In your opinion, what are the most important factors in selecting a cooperating teacher? Please check up to five

___ Tenure (or equivalent) status

___ Degrees (beyond B.A-M.A., Specialist, Ed.D)

___ Classroom teaching experience and record

___ Previous experience working with students

___ Type of school or geographical location

___ Educational philosophy

___ Interpersonal skills

___ Willingness to serve (volunteer)

___ Teaching style

___ Content knowledge

___ Current pedagogical knowledge

___ Other (please specify) _____

10. Does your union contract include provisions relating to mentoring? Yes ___ No___ Do not know___

11. As a result of your experience as a cooperating teacher, have you acquired new knowledge and/or skills?

Yes___ No___

Honorarium continued on page 32

12. If yes to #11, please indicate: Technology___Standards___Instructional Strategies___Alternate Assessment___
Other (please list)_____
13. Do professional development hours make mentoring more attractive? Yes___ No___
14. Did you have preparation in mentoring? Yes___ No___
15. If yes to #14, please indicate where you received preparation:
___ School District Workshop ___ College Workshop ___ Course ___ Cooperating Teacher Institute
16. If no to #14, are you interested in a course or workshop in mentoring? Yes___ No___
17. Would you accept the assignment as a cooperating teacher if a preparation were required? Yes___ No___
18. Which professional development area listed below would assist you in mentoring future college interns?
___ Conducting observations ___ Conferencing and coaching
___ Giving written feedback ___ Communicating (with supervisor & student)
___ Modeling exemplary teaching ___ Assessing and evaluating
___ Remediating low-performing interns ___ Other_____
19. How helpful were the following professional development activities in preparing you for your role as a cooperating teacher?

Question	Very Helpful	Somewhat Helpful	Not Helpful	N/A
a. Informal interactions with colleagues				
b. Reading of field experience handbook				
c. Reading of literature on supervision				
d. Graduate work in supervision				
e. Supervision workshop				
f. Video on supervisor techniques				
g. Seminar(s) with other supervisors				
h. Conference (s)with college supervisor				
i. Other				

20. Which of the following mentoring techniques do you use as cooperating teacher?

Question	Frequently	Sometimes	Rarely	Never
j. General verbal feedback				
k. Verbal lesson plan feedback				
l. Written lesson plan feedback				
m. Modeling behaviors				
n. Co-teaching with student				
o. Provide opportunities for experimentations				
p. Written observations feedback				
q. E-mail exchanges with field experience student				
r. Other				

21. Do you see yourself as a teacher educator? Yes_____ No _____
22. Do you believe cooperating teachers should be assessed? Yes_____ No _____
23. If yes to # 22, by whom? Students_____Supervisors_____Both_____
- Comments about your mentoring experience: _____

Thank you for your input. The information you have provided will enable the Caldwell College Department of Education to better serve the cooperating teacher's needs and provide direction for the placement of our student teachers. All information will be kept confidential.

Please return this form to the address on the other side. Certificates for Professional Development Hours will be mailed by February 1 for the Fall semester, June 1 for the Spring semester.

