TCNJ’s Programs of Professional Education are nationally accredited by the National Council of Accreditation of Teacher Education (NCATE).
Contents

INTRODUCTION .................................................................................................................................................. 2

CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION................................. 2
The Mission of The College of New Jersey ......................................................................................... 2
The Mission of The School of Education ......................................................................................... 2
Our Guiding Principles ...................................................................................................................... 3
An Overview of Teacher Preparation at TCNJ ................................................................................. 4
The Prospective Educator .................................................................................................................... 6
    Expectations: ........................................................................................................................................ 6
The Cooperating Teacher ..................................................................................................................... 9
    Expectations: ........................................................................................................................................ 9
The Supervisor ................................................................................................................................... 16
    Expectations: .................................................................................................................................... 16
Supervision of Global Student Teachers (GST) and Assessment ................................................ 20
Communication with the College During the Culminating Field Experience .......................... 21
Standards for the Profession .............................................................................................................. 22

POLICIES RELATED TO FIELD EXPERIENCES ................................................................ 26
Student Teacher/ Intern Placement ................................................................................................. 26
Tuberculin Screening (Mantoux Test) ............................................................................................. 26
Grade Point Average Requirement ................................................................................................. 27
Praxis Results .................................................................................................................................... 27
Substitute Teacher Certification ........................................................................................................ 27
Criminal Background Check Requirement ..................................................................................... 27
Personal Hardship Placement Request Policy ................................................................................ 28
Home District Placement .................................................................................................................. 29
Placement in Districts Where Family Members are Employed ................................................... 29
Calendar and Schedule ..................................................................................................................... 29
Withdrawal Procedure ....................................................................................................................... 30
Change of Semester for Student Teaching ...................................................................................... 30
Liability ................................................................................................................................................ 31
Criminal Offenses Preventing Teacher Certification ....................................................................... 31
Change of Field Experience/Clinical Practice Placement and Intervention ............................ 32
Field Experience Injury or Accident Policy ....................................................................................... 34
INTRODUCTION

This handbook is designed for individuals who participate in the culminating clinical experience: prospective educators, cooperating teachers, supervisors, principals, superintendents, and The College of New Jersey (TCNJ) faculty. The expectations, roles and responsibilities outlined in this handbook reflect the ideas embedded in the mission statement and The Conceptual Framework for Professional Education, written and adopted by the faculty of TCNJ. This framework guides the work of the faculty in the School of Education at TCNJ and that of its colleagues throughout The College engaged in the preparation of educational professionals. It permeates all courses and professional experiences in all programs. While not stated explicitly as a theme in the framework, it is the concept of connections -- among theory, research, and practice; between members of the professional community; and across the continuum of practice -- that is central to the philosophy and actions that guide our efforts in creating agents for change.

CONCEPTUAL FRAMEWORK FOR PROFESSIONAL EDUCATION

CREATING AGENTS OF CHANGE

The Mission of The College of New Jersey

The College of New Jersey, founded in 1855 as the New Jersey State Normal School, is primarily an undergraduate and residential college with targeted graduate programs. TCNJ’s exceptional students, teacher-scholars, staff, alumni, and board members constitute a diverse community of learners, dedicated to free inquiry and open exchange, to excellence in teaching, creativity, scholarship, and citizenship, and to the transformative power of education in a highly competitive institution. The College prepares students to excel in their chosen fields and to create, preserve and transmit knowledge, arts and wisdom. Proud of its public service mandate to educate leaders of New Jersey and the nation, the College will be a national exemplar in the education of those who seek to sustain and advance the communities in which they live.

The Mission of The School of Education

Consistent with The College of New Jersey’s clear public service mandate, the School of Education is committed to preparing exceptional teachers and clinicians. The basic tenet underlying our practice is our accepted truth that all individuals can learn and grow, and deserve schools/clinics and teachers/clinicians that respect their individual needs and circumstances while striving to give them the knowledge and skills to be successful in the
larger society. Furthermore, we accept as truth the ideal that education is key to addressing the inequalities that exist in society, and that teachers and other school professionals can and should be agents for positive social change.

Therefore, through on-going partnerships with our colleagues in K-12 education and state government, the faculty of the School of Education remains dedicated to the core mission of producing high-quality professionals who possess solid content knowledge, demonstrated clinical competence, and a clearly articulated belief that all individuals deserve the highest quality practices in their schools and clinics. TCNJ School of Education programs are accredited by NCATE and approved by the New Jersey Department of Education.

Our Guiding Principles

The following five principles form a statement of beliefs that provides a framework that guides our day-to-day practice.

1. **Demonstrating Subject Matter Expertise.** We believe that teachers must have a solid grounding in the subjects they teach. They must know the foundations of their subjects, the various interpretations of their field, and the models that guide the thinking in those areas. In addition, because knowledge is always evolving, they must be committed to continuing their education in those subjects through professional organizations, journal subscriptions, and higher education.

2. **Demonstrating Excellence in Planning and Practice.** We believe that our professional candidates must develop sophisticated pedagogical knowledge to design and implement effective instruction or interventions. They should possess an in-depth understanding of human growth and development to enable them to make developmentally appropriate decisions. They should be fully immersed, in both the college classroom and in the field, in a social-constructivist perspective of learning and its implications for student-centered planning, scaffolded learning experiences, and the use of a wide repertoire of instructional strategies, including appropriate use of current technology. We believe that our professional candidates should appreciate the importance of a productive learning environment in which teachers and children communicate effectively and respectfully.

3. **Demonstrating a Commitment to All Learners.** We believe that our professional candidates should have the skill and the will to help all learners reach their full potential. Our candidates must believe in the ability of all students to learn and grow, be able to implement the principles of culturally responsive teaching and differentiated instruction, and understand the importance of partnerships with families, community members, and other professionals to address children’s diverse needs.
needs. We believe our candidates need to experience diverse teaching/clinical settings in their programs at TCNJ and candidates should be encouraged and supported to take advantage of opportunities to develop global perspectives through study abroad and international student teaching.

4. **Demonstrating a Strong, Positive Effect on Student Growth.** We believe that our professional candidates must see their success in terms of the progress made by their students. We are supportive of the underlying principle that all children should make progress in school. Our candidates must understand how to accurately assess their learners’ strengths and needs through a variety of assessment tools, and how to use assessment information to provide effective data-driven instruction or interventions. Our candidates must also demonstrate an ability to describe student progress to a variety of audiences, including parents and guardians.

5. **Demonstrating Professionalism, Advocacy, and Leadership.** We believe that our professional candidates need to continue to develop their theoretical knowledge and practical skills well after they complete their program and enter their chosen careers. As we strive to admit highly capable, high-achieving candidates into our program, we believe that they are in a unique position to become future leaders advocating not only for the needs of children and youth in New Jersey but also for the educational professions at large. Our programs focus on developing reflective thinking skills as well as providing opportunities for our candidates to participate in various field experiences that require them to see themselves as professionals and to take on leadership roles.

**An Overview of Teacher Preparation at TCNJ**

Most undergraduate students follow a four- or five-year teacher preparation program that includes individual coursework in liberal learning, a content area major and a major in professional education. In special education and deaf education, students complete liberal learning coursework in addition to majors in education and a liberal art or science, plus a 1-year graduate program that prepares them to teach individuals with disabilities or learners who are deaf or hard of hearing.

At the graduate level, students can prepare to enter the teaching profession and attain their initial teaching certificate through a Master of Arts in Teaching (MAT) Program in the following areas: elementary education, early childhood education, special education, and secondary subject areas (English, mathematics, social studies, biology, physics, chemistry, technology, and health and exercise science). Graduate students can also earn a certificate in Teaching English as a Second Language.

Candidates will be acquainted with teaching, learning and schooling early in their educational program by formally observing P-12 learners at school-sites, watching
videotapes of children at work, participating in distance learning programs or other experiences that help TCNJ students to familiarize themselves with the teaching profession. In all undergraduate teacher preparation programs at TCNJ, second year (sophomore) clinical field experiences are required. This practical experience takes place in either an elementary, middle or secondary school setting. The developing professional has opportunities both to observe and teach in a classroom. Although the requirements for this clinical field experience vary somewhat from department to department, all programs emphasize the developing professional as a decision-maker and a collaborative and reflective practitioner, as well as one who can make connections among theory, research and practice.

A professional clinical field experience at the junior level follows the sophomore experience. At the graduate level this experience is referred to as Internship I. For graduate candidates, the culminating field experience is referred to as Internship II. Eligibility requirements for both undergraduate and graduate candidates are listed in the appendices.

Exit procedures and assessments are developed at each level. TCNJ students will be required to meet the standards set at each level before moving up the ladder to become exemplary professionals. When all clinical field experiences are completed, the pre-professionals will have demonstrated success in applying constructivist theory, knowing the difference between declarative and procedural knowledge and the strategies related to each. They will understand the value of inquiry, critical thinking, connected knowledge, creativity, independent thinking, and interdisciplinary conversation, and realize the importance of taking an active role to improve practice in their profession and promote social justice. Almost all candidates will have worked in an urban context plus either a suburban or rural setting and worked with diverse populations. The pre-professional will have participated in a culminating seminar that synthesized all course work and prepared the individual for induction into the profession, and developed a comprehensive portfolio tied to the conceptual framework. However, before s/he can enter the profession, each student will be asked to showcase and share her/his cumulative work as evidence to support attainment of the general learning outcomes of each programmatic theme. As new programs and procedures are implemented, this handbook will be added to or revised to reflect the ongoing changes at TCNJ School of Education.

**Partnerships: Creating Agents of Change**

The development of future practitioners is a shared role and responsibility between the College and school districts. The College, working in partnership with the school districts, provides the prospective educator with the content and pedagogical knowledge to attain a level of professional excellence as defined in the School of Education’s Conceptual Framework for Professional Education. Many individuals work collaboratively to ensure that the level of excellence is of the highest quality.
The Culminating Clinical Experience

Throughout the candidates’ professional programs, they were immersed in the programmatic themes through coursework, research, collaboration and previous clinical field experiences. Now, with continued support from The College and school districts, the pre-professionals are ready to embark on their culminating field experiences in preparation for successful entrance into and continued growth within the profession.

TCNJ envisions the culminating clinical field experience as a partnership among the prospective educator, the cooperating teacher, the supervisor, the principal and staff of district schools, which provide the setting and resources for the field experiences and TCNJ faculty. This clinical field experience is central to the development of the pre-professional. To ensure that the experience is meaningful and will lead to creating an exemplary professional, all parties must develop an atmosphere of trust, keep lines of communication open, and function as a team. They should set aside time for setting individual and group goals, reflecting on practice, and providing constructive feedback. Their combined efforts should be directed towards improving the TCNJ student’s learning and development.

The Prospective Educator

The student teacher/intern is a college student who has met all the prerequisites and works under the guidance of a certified teacher in a Professional Development School (PDS) or an approved setting. It is important for her/him to understand and embrace the mission and conceptual framework of the College as well as understand the philosophy, culture, and programs of the school in which s/he is placed. The prospective educator has a responsibility to look upon the culminating clinical field experience as fertile ground to observe, and learn the art and science of teaching from all members of the school’s learning community.

The prospective educator (student teacher/intern) is expected to:

1. be responsible for transportation to and from the culminating clinical experience. The College cannot arrange transportation for the student;
2. inform the school nurse of any physical health issues;
3. follow the school district’s calendar. The College assigns the first and last day of student teaching/internship;
4. attend school daily and report to school on time. If illness prevents the student teacher from being at school, s/he must notify the school, cooperating teacher and supervisor as early as possible and provide lesson plans;
5. meet with the cooperating teacher in advance of the clinical field experience to discuss roles and responsibilities;
6. dress in accordance with the professional standards established by the school; (Business attire is always acceptable. No T-shirts, tank tops, flips flops, or baring midriff tops. Body art and tattoos should not be exposed.)
7. demonstrate professionalism in all interactions with school staff and all matters of confidentiality;
8. familiarize herself/himself with district policies and regulations which might include sexual harassment, intimidation & bullying, substance abuse, discipline and fire drills;
9. attend faculty meetings, parent conferences, school board meetings, when appropriate;
10. if school policy permits, attend the College’s scheduled student teacher/intern workshops and familiarize herself/himself with the technological services and/or instructional materials available in the school. Any electronic communication, i.e., email and texting, to students and parents should be done only with the approval of the cooperating teacher. Personal internet and other technological applications should reflect ethical language;
11. observe many different teaching situations and note instructional strategies and classroom management techniques used by the teacher(s);
12. develop written lesson plans in advance of instruction and discuss with the cooperating teacher and/or supervisor;
13. assume responsibility for the classroom, including planning and teaching lessons/unit, and evaluating students’ work according to the timetable established by the prospective educator, cooperating teacher and supervisor;
14. teach in all content areas (elementary education majors) and work with learners of all abilities;
15. be adventurous and practice new ideas and approaches within a supportive environment;
16. practice self-reflection and self-evaluation continually to refine and improve practice;
17. follow the exit procedures and capstone course requirements that synthesizes all course work and prepares her/him for induction into the profession as well as preparation of a comprehensive portfolio tied to the conceptual framework; and
18. follow the direction of the cooperating teacher and the school districts’ policies and regulations.
Checklist for the Prospective Educator
(STUDENT TEACHER/INTERNS):

The following checklist highlights some of the expectations, roles and responsibilities of the student teacher/intern. It is meant to be used as a guide as you work with your cooperating teacher and/or supervisor.

Did you...

1. _____ familiarize yourself with school/district policies and procedures?
2. _____ familiarize yourself with the physical plant and facilities at the school?
3. _____ meet with the cooperating teacher in advance of the clinical field experience to discuss and establish roles and responsibilities?
4. _____ acquaint yourself with the school staff?
5. _____ attend faculty meetings or participate in parent-teacher conferences?
6. _____ observe a variety of classrooms and note teaching strategies and classroom management skills used?
7. _____ develop written lesson plans and confer with the cooperating teacher and/or supervisor before instruction?
8. _____ assume responsibility for the classroom?
9. _____ engage in self-reflection and work towards improving practice?
10. _____ contact your supervisor if you need assistance in addressing issues related to your adjustment within the school setting?
The Cooperating Teacher

The overarching goal of TCNJ School of Education is to create agents of change. The cooperating teachers play a vital role in this effort and in TCNJ’s professional education programs. There are times when the cooperating teachers act as a role model, facilitator, peer, counselor, evaluator, instructor, and/or learner. They should be experienced and certified in their fields of teaching, meet the standards set forth by TCNJ, and view the teaching profession in a positive light. The cooperating teachers must personally exhibit high quality teaching performance and commitment to ongoing professional growth, including participation in college sponsored orientation sessions or other pertinent and relevant professional development opportunities for cooperating teachers. These individuals are a critical link in the chain of teacher preparation. Through thoughtful guidance and diligent supervision, they will be able to provide invaluable direction to the activities, methods, and techniques developed and implemented by the prospective educator and model the tenets of the conceptual framework.

The cooperating teacher is expected to:

1. provide the STEP office with personal information to facilitate the payment of all stipends. Cooperating teachers will complete and return an online Teacher Information Form which will include the submission of a W-9 form. These forms are used to facilitate the cooperating teacher stipend payment. If you were not initially identified as the cooperating teacher, please complete the Coop. Add/Drop Form and return it to the STEP Office;
2. contact the student teacher’s/intern’s department at the College if you do not see the supervisor once every two weeks;
3. be familiar with the mission and Conceptual Framework for Professional Education;
4. recognize that the professional and legal responsibility of the classroom remains in the hands of the cooperating teacher;
5. accept and nurture the student teacher/intern as a professional;
6. participate in orientation of the prospective educator to the school, organizational structures, and support services;
7. familiarize the prospective educator with communities, families and cultures represented within the classroom and the school;
8. give the prospective educator an idea of what has happened to date in the educational life of a student, when appropriate, to understand the uniqueness of students;
9. explain the classroom curriculum so that the prospective educator can integrate personal experiences with fields of knowledge;
10. acquaint the prospective educator with the yearly plans and work collaboratively to decide what her/his responsibility will be in regards to the overall plan;

11. establish a policy, in collaboration with the supervisor, regarding when to submit lesson plans to be reviewed and discussed with the cooperating teacher. Familiarize him/herself with the expectations of TCNJ for its teacher candidates as outlined in the TCNJ Dispositions Rubric and Lesson Observation Rubric found on the STEP website (http://step.tcnj.edu/forms/);

12. discuss with the prospective educator and supervisor a timetable for assuming responsibilities in the classroom:

Typically,

a. Week 1 – orientation, observation and familiarization with schedules, students and staff. At the discretion of the cooperating teacher, teach 1 or 2 classes;

b. Week 2 – students should begin planning and implementing lessons per the directions of the cooperating teacher;

c. Week 3 - assume more and more responsibility as readiness to do so is exhibited;

d. Ideally, the teacher candidate should be teaching full-time during the last three to four weeks of her/his experience.

13. provide opportunities for the prospective educator to gain experience in a variety of instructional contexts;

14. provide the prospective educator with opportunities for practicing a variety of functions, such as participation in team or department meetings, record keeping, using guidance services, one-to-one pupil conferences and parent conferences;

15. encourage the prospective educator to develop her/his own teaching style;

16. encourage the prospective educator to incorporate inquiry, critical thinking, creativity, independent thinking, and interdisciplinary approaches in planning for instruction;

17. work in consultation and collaboration with the supervisor(s) about the prospective educator’s progress and alert the supervisor(s) when any problem emerges. If the teacher candidate is experiencing great difficulty, the cooperating teacher must inform the TCNJ supervisor and outline the specific issues of concern. This should result in a telephone or in-person conference with the supervisor. The issues should be addressed as early as possible in order for the appropriate intervention to be designed;

18. guide the prospective educator to analyze and interpret her/his experiences to see relationships among theory, principles and practice, and to engage in reflection;
19. **provide regular conference time** to discuss with and provide feedback to the prospective educator on matters related to instructional strategies, classroom management, and lesson/unit planning;

20. make any specific request concerning changes in dates of the culminating experience according to “Calendar and Schedule” policy, to be approved by the department chair and coordinator. These requests cannot be approved by the supervisor(s);

21. complete two formal mid-term and final evaluations of the prospective educator. These forms may be downloaded at:

   **http://step.tcnj.edu/forms**

   share with the supervisor(s) and return it to the appropriate department of the College. For the secondary education teacher candidate, mid-term and final evaluations must be returned to the Office of Secondary Education and the Secondary Education Department will photocopy and forward copies to the subject departments; and

22. demonstrate positive human relations and professionalism.
An introductory conference should be planned between the cooperating teacher and prospective educator at a time that is mutually convenient. During this meeting, both parties should discuss how they would work together as a team.

Suggestions for the first day:

1. Acquaint the student teacher/intern with the classroom and other school facilities such as the media center, cafeteria, offices, restrooms, and parking;

2. Provide the student teacher/intern with the school's policy manual or faculty handbook. Particular attention should be made regarding the school’s electronic communication policy with students, parents and staff;

3. Prepare a desk or work station for the student teacher/intern. It is important that s/he has a place to put professional and personal belongings;

4. Supply the student teacher/intern with texts and other materials and information s/he will be using;

5. Have the student teacher observe you at work and take note of the general classroom routine; and

6. Have the student teacher/intern begin to learn students’ names.

7. Student Teacher’s Load: Each department will provide teaching load requirements which will identify the student teacher’s teaching load during the semester.
In the Weeks that Follow...

The beginning weeks should be an orientation process for the prospective educator. This is a crucial time, for these weeks set the stage for the remainder of the clinical field experience.

**Have the prospective educator:**

8. acquire background information on students with whom s/he will be working and review cumulative records, if school policy permits;

9. gain a general understanding of the various techniques associated with classroom management and those that foster self-discipline;

10. gain an understanding of the school environment and the responsibility of the teachers to the school, community, and profession;

11. observe instruction to see how students react and respond. It is important to have the observer look for certain behaviors that have been identified;

12. observe other classrooms in the school or district;

13. acquaint herself/himself with available technologies and other resources that will enhance instruction;

14. perform routine classroom procedures and assume instructional and managerial responsibilities for the classroom when appropriate; and

15. develop daily lesson plans for short instructional periods.

The cooperating teacher’s leadership and guidance will enable the prospective educator to construct and implement effective and appropriate instruction. One of the goals of TCNJ’s program is for its students to demonstrate excellence in practice. The cooperating teacher can assist the prospective educator to realize this goal by:

1. sharing “helpful hints” based on her/his own experience;
2. being flexible in responding to changing needs and concerns of the prospective educator;
3. being a good listener;
4. modeling reflective practice that revolves around skills of instruction and knowledge of subject matter;
5. guiding the prospective educator toward using a problem-solving approach;
6. structuring conferences with clear goals and objectives;
7. being clear, direct, specific and honest when communicating with the prospective educator;
8. explaining the reasons behind decisions and suggestions given to the prospective educator;
9. providing encouragement and praise when warranted;
10. encouraging self-confidence and self-reliance;
11. modeling collegiality and professional ethics;
12. being an active learner; and
13. meeting and communicating with the College supervisor to discuss the candidate’s progress to date.
Checklist for Cooperating Teacher:

The following checklist highlights some of the expectations, roles and responsibilities of the cooperating teacher. It is meant to be used as a guide as you work with your prospective educator.

Did you...

1. have an initial conference with the student teacher/intern before the start of his/her clinical field experience?

2. share classroom routines, procedures, policies (including electronic communications with students, parents and staff) and faculty handbook?

3. orient the student teacher/intern to the building, community, and resources within the building and community?

4. introduce the student teacher/intern to the school staff and the class?

5. review the grade level curriculum guides and overall plans for the semester?

6. sequence teaching responsibilities so that the student teacher/intern becomes involved gradually in the operations of the classroom?

7. model effective teaching?

8. review lesson/unit plans and provide feedback before the student teacher/intern teaches the lesson?

9. set aside regular conference time to discuss theory and practice?

10. encourage the student teacher/intern to be a reflective practitioner?

11. complete necessary assessments and evaluations of the student teacher/intern?

12. alert the College supervisor if any problems were evidenced and inform the student teacher/intern of same?
The Supervisor

Supervision is an essential component of teacher preparation at TCNJ. The supervisor helps the pre-professional hone her/his skills before induction into the profession. S/he is an important link between the College and the participating school districts. The supervisor must be an experienced teacher and/or school administrator who holds a master’s degree or higher, is certified in a specific content area or educational field, and is employed by the College.

In collaboration with Professional Development School (PDS) educators, TCNJ faculty are exploring and creating models of supervision that are innovative and involve various constituents. One of the primary purposes of supervision is to provide guidance to the prospective educators that will enable them to work towards continuous personal and professional growth in the area of teaching and learning. The supervisors must be able to recognize and articulate sound educational practice. They must be knowledgeable and skilled in applying the principles of planning, assessment, supervision, and curriculum development.

The supervisor is expected to:

1. be familiar with and embrace the mission and Conceptual Framework for Professional Education;
2. be familiar with and embrace the expectations of TCNJ for its teacher candidates as outlined in the TCNJ Dispositions Rubric and Lesson Observation Rubric located online at http://step.tcnj.edu/forms/;
3. be knowledgeable and current in her/his practice;
4. meet with the prospective educator and cooperating teacher to get acquainted and review and discuss routine matters;
5. notify the principal’s office when s/he is in the school;
6. become familiar with the educational programs and experiences of the professional educator;
7. exhibit the best practice and model ways for the prospective educator to develop self-reliance and self-direction;
8. serve as a resource person for both the cooperating teacher and the prospective educator;
9. meet with the cooperating teacher regularly;
10. model professional ethics;
11. visit the classroom to:
   a) conduct a preliminary conference with the prospective educator before s/he instructs. Review the lesson plan and activities, discuss focal points, and ask clarifying questions. The purpose of this conference is for the supervisor to understand the objectives of the lesson, see if the procedures
support the objectives, and to determine if the lesson plan includes the essential components of effective planning;

b) observe instruction and make appropriate notes in order to provide feedback;

c) conduct a post-observation conference to review and assess the lesson, give guidance to the prospective educator so s/he can reflect and self-evaluate. Provide a written summary of the review and assessment;

d) evaluate in depth the student teacher/intern’s lesson to provide a basis for professional recommendation. It is essential that the supervisor(s) collaborates with the cooperating teacher. The cooperating teacher should receive a copy of the observation of the student teacher/intern; and

e) provide encouragement and praise to the student teacher/intern when warranted.

12. contact the department coordinator
   a) if illness prevents the teacher candidate from being at school more than two days, the supervisor must contact the department coordinator and the candidate may be required to make up the days on a day-for-day basis.

13. complete two formal mid-term and final evaluations using TCNJ’s on-line LiveText system;

14. complete the written summative and submit it to the appropriate College department;

15. be aware of the electronic communication policy of the districts regarding students, parents and staff, and be sure the teacher candidate has been made aware of the policy;

16. submit any specific request concerning changes in dates of the culminating experience according to the “Calendar and Schedule” policy, to be approved by the department chair and coordinator. Those requests cannot be approved by the supervisor(s);

17. meet with the cooperating teacher to discuss the candidate’s progress; and

18. **discuss with the cooperating teacher the student teacher’s/intern’s teaching load requirements.**

The leadership and guidance of the supervisor will enable the prospective educator to become an exemplary professional, one who knows, can recognize and demonstrate excellence in practice. The supervisor can model this behavior by:

1. visiting regularly (informally and formally);

   Supervisors should observe and confer with students and coops at least once every two (2) weeks. Secondary Education supervision observations are shared between the Secondary Education Department and the student’s subject
matter department. **Subject matter and secondary education supervisors must confer prior to completing the mid-term and final assessments.** In the case of the secondary education programs, the supervisor from the Department of Education Administration and Secondary Education will contact the supervisor from the content area department to discuss student progress. They must confer prior to completing the final assessment.

2. keeping the channels of communication open;  
3. modeling problem-solving strategies;  
4. providing resources when appropriate;  
5. encouraging the prospective educator to take risks within a supportive environment;  
6. structuring conferences with clear goals and objectives;  
7. communicating with the prospective educator in a clear, direct, specific and honest manner; and  
8. explaining the reasons behind decisions and suggestions given to the prospective educator.
Checklist for Supervisor:

The following checklist highlights some of the expectations, roles and responsibilities of the supervisor. It is meant to be used as a guide as you work with your prospective educator.

Did you...

_____1. meet with the cooperating teacher and prospective educator to review routines and schedules?

_____2. notify the principal’s office whenever you are in the building, as a courtesy?

_____3. establish expectations with the prospective educator and cooperating teacher regarding lesson plans, observations, conferences, and matters related to supervision?

_____4. review lesson plans during each supervisory visit and provide feedback as needed?

_____5. observe the prospective educator and complete an evaluation (mid-term and final) after conferring with the cooperating teacher?

_____6. confer with the prospective educator in the evaluation process and document the progress made?

_____7. keep the prospective educator, cooperating teacher, and appropriate college faculty abreast of any problems related to the success of the prospective educator?

_____8. work towards helping the prospective educator to be a reflective practitioner?

_____9. complete two formal mid-term and final evaluations (the Professional Dispositions Assessment and the Teaching Performance Assessment) using TCNJ’s on-line LiveText system?

_____10. complete the written summative evaluation and submit it to the appropriate College department?

_____11. CONSULT WITH THE COOPERATING TEACHER AND OTHER SUPERVISORS BEFORE DETERMINING THE CANDIDATE’S FINAL GRADE?
Supervision of Global Student Teachers (GST) and Assessment

Global student teachers complete the first quarter of the senior student teaching/internship II abroad. During the global student teaching experience, the students/interns are supervised either by TCNJ faculty/staff or an on-site supervisor employed by the host school. The host school supervisor is contracted to supervise the global student/intern.

The supervision requirements are the same required by all TCNJ supervisors. They make use of the dispositions and classroom performance rubrics in the observation of the global student teacher/intern. They must supervise the candidate formally twice, conduct pre- and post-conferences, and provide a written report based on the observation rubrics. These are shared with the teacher candidate. They must also complete a mid-term teaching disposition and classroom assessment, share them with the teacher candidate, and send copies to the STEP Office or TCNJ site coordinator. The site supervisor will post the assessments on LiveText and copies will be sent to the respective departments.

At the conclusion of the global student teacher’s experience, the supervisor will submit a letter identifying the teacher candidate’s strengths and areas where improvement may be warranted and will record a mid-semester grade (A to F) in the letter. **The Global Student Teacher grade will be weighted as 40% of the teacher candidate’s final grade when averaged with the second quarter assessment of the teacher candidate. The TCNJ site coordinator will be responsible for sending this letter to the second quarter supervisor.**

The second quarter supervisor should understand that the international schools’ programs and format are generally similar to the US schools and maintain high academic standards of student and teacher performance. However, the international schools’ programs may vary from the US schools. Consequently students are not exposed to the same school climate and program that they will experience upon their return from their overseas experience. This should be taken into consideration in assessing the teacher candidate’s progress. The GST supervisor or site coordinator must consult with the candidate’s second quarter supervisor regarding the candidate’s prior performance at the international school sites. The second quarter supervisor should maintain contact with the student while the student is abroad. Just like teacher candidates who have not student taught abroad, GST supervisors can require global student teachers to extend their experience beyond the regularly scheduled student teaching end date. This will occur during the second quarter if necessary.
Communication with the College During the Culminating Field Experience

Family Education Rights and Privacy Act (FERPA)

All supervisors and cooperating teachers are encouraged to confer often. All emails pertaining to the student’s performance can be subject to inclusion in the student’s record and are irreversible under the Family Education Rights and Privacy Act (FERPA). Therefore, please consider your comments thoughtfully. All email communication between the teacher candidate, the supervisor and the cooperating teacher should be exchanged via TCNJ email system.

Problem-Solving Procedures/Intervention

During the culminating clinical field experience, there may be instances where problems/issues surface between and among the student teacher/intern, cooperating teacher, and/or supervisor that need to be addressed before they escalate. Some will be resolved through daily communications and interactions of the parties involved or by using formal problem-solving strategies. Working as a team, those involved need to identify, define and understand the problem, generate various solutions, decide on the best solution, practice and test that solution, and (after an agreed upon amount of time) evaluate and determine if the problem is resolved. The student teaching Intervention Form should be completed in accordance with the policy on pages 26-34. (See Intervention Form on page 35.)

Other Participants in the Culminating Field Experience

The Superintendent

One of the responsibilities of the superintendent is to gain board of education approval for all student teaching/intern placements. The superintendent, or a designee, helps the schools and communities understand the important role teachers and supervisors play in preparing future educators.

The superintendent and principal should feel free to contact the

STEP Office (609-771-2408)

with any suggestions or concerns.
The Principal

As chief administrator of the school, one of the principal’s duties is to work with school faculty and college personnel to identify qualified cooperating teachers who will work with TCNJ’s student teachers/interns during the culminating clinical field experience. S/he is an active member of the team who works to ensure that the quality and integrity of the student teacher/intern experience is exemplary. In many of the College’s Professional Development Schools, principals meet regularly with the pre-professionals to discuss and reflect on teaching, learning, and schooling.

The Professional Development School Network Liaison (PDSN)

Each PDSN district appoints liaisons who work very closely with the College in a variety of capacities. The liaisons represent their district at Network meetings, ensure that the College has a clear understanding of the requirements and expectations of district programs, and work collaboratively with the College to assure the quality and integrity of the pre-service and professional development programs.

Professional Organizations

An educator has the responsibility to be current and knowledgeable about theory, research and best practice within the profession. There are many professional organizations whose work focuses on gathering and providing this important and necessary information for educators. Listed in the appendices are some of the many professional organizations that invite an educator’s active participation.

Standards for the Profession

A teacher’s content knowledge and knowledge about teaching, learning, and schooling, and her/his ability to impart that knowledge are critical factors in improving student/intern learning. Therefore, teacher recruitment, preparation and development must be an integral part of education reform. Over time there have been efforts to identify standards for institutions preparing teachers, curricula in teacher education, prospective educators, practicing teachers, beginning teachers, teacher educators and teachers in various disciplines. Two standards documents, 1) the New Jersey Professional Teaching Standards (http://www.state.nj.us/education/profdev/profstand/), and 2) standards for experienced teachers who seek national certification, National Board for Professional Teaching Standards (NBPTS, http://www.boardcertifiedteachers.org) – summary documents can be found in the appendices. It is important for those entering the profession to be mindful of the purpose for standards and cognizant of what the standards include.
NJ Core Curriculum Content Standards
(http://www.state.nj.us/education/cccs/)

TCNJ students are knowledgeable of the NJ Core Curriculum Content Standards.

“The New Jersey Core Curriculum Content Standards (NJCCCS) were adopted by the State Board of Education in 1996. The standards provided local school districts with benchmarks regarding what students should know and be able to do in nine content areas -- visual and performing arts, comprehensive health and physical education, science, social studies, world languages, technology, 21st-century life and careers, mathematics and language arts literacy.”

Retrieved on 8/18/2015 from http://www.state.nj.us/education/educators/standards/
The Culminating Clinical Experience

The College of New Jersey
School of Education

STUDENT TEACHING AND INTERNSHIP II ELIGIBILITY REQUIREMENTS

Students must meet all prerequisites in order to be eligible to participate in the culminating clinical experience.

### Prerequisites

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval of both education and content area departments if applicable</td>
<td>Approval of department coordinator</td>
</tr>
<tr>
<td>Minimum GPA of 2.75*</td>
<td>Minimum GPA of 3.00*</td>
</tr>
<tr>
<td>Praxis test taken prior to student teaching</td>
<td>Praxis test taken prior to internship II</td>
</tr>
<tr>
<td>Successful completion of sophomore and junior level educational field experience courses</td>
<td>Successful completion of required field experience course(s)</td>
</tr>
<tr>
<td>Successful completion of all basic skills college requirements in English language (oral or written) and mathematics</td>
<td>Proficiency in the English language and mathematics as evidenced by a Bachelors degree</td>
</tr>
<tr>
<td>Completion of a minimum of 24 course units, or “senior” status</td>
<td>Written approval of both education and content area departments</td>
</tr>
<tr>
<td>Successful completion of all departmental professional (education) requirements prior to student teaching</td>
<td>Completion of all required and appropriate methods courses prior to the Internship II experience</td>
</tr>
<tr>
<td>Be able to present a physician’s certificate of health, if required by the school district</td>
<td>Be able to present a physician’s certificate of health, if required by the school district</td>
</tr>
<tr>
<td>Record of a current negative Mantoux (TB) in the College Health Services Office and the STEP Office</td>
<td>Record of a current negative Mantoux (TB) in the College Health Services Office and the STEP Office</td>
</tr>
<tr>
<td>Be covered by College or private accident and health insurance</td>
<td>Be covered by College or private accident and health insurance</td>
</tr>
<tr>
<td>Submit a copy of a NJ Substitute Certificate to the STEP Office along with the field placement application, if available.</td>
<td>Submit a copy of a NJ Substitute Certificate to the STEP Office along with the field placement application, if available.</td>
</tr>
<tr>
<td>A Criminal Background Certification Form may be required by the school district upon the student’s acceptance.</td>
<td>A Criminal Background Certification Form may be required by the school district upon the student’s acceptance.</td>
</tr>
<tr>
<td>Written approval from appropriate department coordinators</td>
<td></td>
</tr>
</tbody>
</table>

*Students graduating after September 2016 must have a 3.0 Cumulative GPA to be recommended by TCNJ for certification.*
Student responsibilities:

1. If necessary, arrange for fingerprinting as directed by the host school district.

2. Contact your host teacher to arrange for a visitation prior to your first day of student teaching/internship. If you have difficulties reaching your host teacher, contact the STEP Office (609-771-2408).

3. Read the Culminating Clinical Experience Handbook thoroughly to ensure that you are familiar with the expectations, roles and responsibilities of the host teacher, college supervisor, and prospective educator.

4. Apply for graduation through PAWS (undergraduates and graduate students) before or at the beginning of the semester in which you will complete all requirements.

5. Register to take the appropriate Praxis exam(s). Information is available the Certification Office (Education Bldg. 106).

6. Obtain New Jersey certification application materials during your final semester. Materials are available in the Education Building 106.

7. New Jersey teacher certification standards include a health and hygiene requirement. This requirement may be fulfilled by either:
   a. Completion of a college course in biology, personal health/wellness issues/school/community health; or
   b. Successfully passing a Health and Hygiene test administered by the Certification Office.
POLICIES RELATED TO FIELD EXPERIENCES

Student Teacher/ Intern Placement

Each teacher education program at The College initiates the placement of student teachers/interns. The student teacher/intern coordinator for each program reviews, approves, signs and submits the student teaching/internship application to the STEP Office. It is the goal of the School of Education to place students in Professional Development School Network schools. The College has developed a formal partnership with PDSN school districts. The school districts are within thirty-five miles of the campus.

In collaboration with the departments of the School of Education and the PDSN school districts, the STEP Office will arrange placements for all students within the PDSN. However, The College may place students outside the PDSN schools in order to meet the specific needs of the department and their students or when placement in the PDSN schools is not possible. Once the placement is made, a binding contract between the College and the school district is executed. Students are expected to honor the contract.

Students are not permitted to contact principals or teachers and arrange for their own student teaching/internship experiences.

Tuberculin Screening (Mantoux Test)

In accordance with New Jersey State Law, student teachers/interns must have a negative Mantoux (TB) test within 6 months of their first student teaching experience. This usually occurs during JFE or Internship I. Once you have a negative tuberculosis test, you do not need another test while you are a TCNJ student. The screening is good for 3 years although not specifically stipulated by the State of New Jersey. This policy covers student teaching and internships in school systems throughout the State of New Jersey.

A record of a current negative tuberculin screening (Mantoux or another appropriate substitute) needs to be on file in the College Health Services Office.
Grade Point Average Requirement

Admission to the student teaching program requires a 2.75 GPA for undergraduates and 3.00 GPA for graduate students. There are no exceptions to this policy. (*TEPC Approved - January, 2007*)

Students graduating after September 2016 must have a 3.0 Cumulative GPA to be recommended by TCNJ for graduation.

Praxis Results

All student teachers and internship II graduates must take, but are not required to pass, the Praxis test in their major prior to participating in their culminating experience. The results are to be reported to the department coordinators. (*TEPC Approved – November 2014*)

Substitute Teacher Certification

The School of Education encourages teacher candidates to obtain their NJ Substitute Teacher Certification. It is not required by TCNJ as a condition to be met in order to complete your student teaching/internship II; however some districts are requiring student teachers/interns to obtain their substitute certificates for placement acceptance.

Criminal Background Check Requirement

- Students who possess a NJ Criminal Background Check (CBC) should send a copy of it to the STEP Office if they have not already done so.

- As soon as a prospective student teacher/intern is accepted by a school district, the student will be informed to begin the background check procedure IMMEDIATELY.

- For districts requiring students to obtain a NJ CBC, students will be informed by the school district or the STEP Office of this requirement and procedure to be followed at the time the placement is confirmed.

- Students will then make arrangements to be fingerprinted, pay the required fees and make the appointment to be fingerprinted through IdentoGo. Schedule an appointment at: [https://nj.ibtfingerprint.com](https://nj.ibtfingerprint.com) or call the toll free number 1-877-503-5981. The processing form will be provided by the school district.

- The results of the Criminal Background Check will be sent to the Department of Education and DOE will notify the school district of the results of the background check. The College will NOT receive the results of the background check.
from the Department of Education. Should anyone not pass the background check, the district will void its acceptance of the student.

- In those instances when the placement occurs less than two months before the date the student will begin the student teaching/internship assignment, the assigned district will require the student to present a receipt for the fingerprinting and the student, in most cases, will be allowed to begin the student teaching/internship placement contingent upon criminal background check clearance by the Department of Education.

Field Experiences in Diverse Contexts and Communities

Field experiences are essential components of all teacher preparation programs. The School of Education has made a commitment to provide students with multiple opportunities to learn in classrooms by observing teachers, planning and implementing lessons, and assessing their professional practices with the guidance of college supervisors and cooperating teachers. Teaching experiences will link theory and research to practice and reflection.

Prospective educators will be placed in multiple contexts and varying grade levels for field experiences. Schools selected as sites for field experiences are located in urban, suburban, and rural communities. Extraordinary diversity exists in these schools in terms of languages, ethnic groups, and economic circumstances. In preparing educators to meet the needs of all learners, students enrolled in teacher education programs will have at least one urban experience during their Junior Practicum Experience or Student Teaching. The chair/subject area coordinator will advise the students accordingly.

Field experiences in international settings are also encouraged. Through field experience placements in diverse contexts and community settings, prospective educators gain flexibility, creativity, begin to understand individual and social differences and commonalties, and are prepared to succeed in diverse environments.

Personal Hardship Placement Request Policy

The College has not and does not guarantee placement of student teachers/interns in school districts near their residences because of the students' desire to commute to school from their parents' homes or permanent residences.

Should students experience personal hardships such as a medical condition, unexpected family financial hardship, or family crisis that necessitates the need for a specific geographic location for student teaching, students can request a placement waiver by completing the Student Teaching Personal Hardship Placement Waiver Request Form.
This hardship waiver request form requires the student to state the reasons for the request, along with appropriate supporting documentation, and to submit the request to the department chair and subject area coordinator for review. Upon review of the documentation the chair/subject area coordinator will decide on its merit and will forward the decision to the STEP Office. With the approval of the chair/subject area coordinator, the chair/subject area coordinator and the STEP Office will work collaboratively to locate an appropriate placement. The student teaching coordinator will arrange for supervision of the student.

In the case of personal hardship, students living a distance from campus should not expect to be placed in their home district. Placement will be sought within thirty-five miles of the student residence during student teaching, but in the direction of the College.

**Home District Placement**

Department advisors will counsel students to accept placements in districts other than their home districts in order to broaden the student teachers'/interns’ experience. Students can be placed in districts from where they have graduated with justification and departmental approval. When possible, students should not be placed in schools they attended or with former teachers.

**Placement in Districts Where Family Members are Employed**

It is not The College of New Jersey’s desire to place students in school districts where members of their family are employed. Given the student’s circumstances, the department/subject area coordinator may approve placement in a district where a student’s family member is employed. However, some district policies may preclude the acceptance of student teachers into the schools or school districts where their family members are working.

**Calendar and Schedule**

Student teachers/interns are required to follow the school district’s academic calendar not the College calendar. Usually, the spring culminating field experience does not coincide with the College’s spring break. It is the responsibility of each student to locate his/her own housing during that period.

**Attendance**

Student teachers/interns are expected to be at their school site daily. Absences due to illness or emergency situations should be reported by telephone to the cooperating teacher and college supervisor according to the agreed upon policy. Student absence beyond two days will be made up on a day-for-day basis in consultation with the cooperating teacher, college supervisor and if necessary, the department’s chair/Coordinator. Whenever students are absent from student teaching/internship II,
they must provide their cooperating teacher with an appropriate written lesson plan for the day on which they will be absent. Supervisors will inform the department coordinator of students who have been absent more than two days.

Student teachers/interns should work collaboratively with their cooperating teachers when arranging for job interviews. Oftentimes job interviews will necessitate absence for the whole day. Student teachers are reminded that they have a professional responsibility for the continuity of the classroom program once they have begun student teaching. Student teachers/interns are encouraged to schedule interviews in the early morning or after school whenever possible.

Withdrawal Procedure
If students wish to withdraw from the culminating field experience, they must notify the department chair and subject area coordinator, and the STEP Office.

Students who plan to re-enroll in the culminating field experience at a later time must obtain approval of the program chair/subject area coordinator and re-apply to student teach by completing placement application materials. These materials will be submitted to the STEP Office by the program chair/subject area coordinator.

Change of Semester for Student Teaching
If students wish to change the semester of student teaching/internship II from the fall to spring, they may do so without withdrawing and re-applying, providing both semesters involved are within the same academic year. They must notify the program chair/subject area coordinator and STEP Office in writing. If the semesters involved cross academic years, the students must withdraw and re-apply.

Employment
Students participating in the culminating field experience are not permitted to work as employees in the capacity of substitute teacher, teacher aide or as a paid coach or advisor in the school district in which the student teaching experience occurs.

However, in certain MAT programs, upon approval of the chair/coordinator, some students may complete their culminating field experience as "On the Job Training" while working at the assigned site.

Strike
When a strike is in effect in a public school system, students from The College of New Jersey who are participating in any field experience in the striking district are not permitted to be present at the school site.
During a strike, student teachers/interns are held responsible for the following procedures:

1. Inform the host teacher and principal that student teachers/interns are not permitted to be present while the strike is in effect.
2. Promptly inform the College supervisor and the STEP Office that a strike is in effect in the school district.
3. Request that the cooperating teacher inform the prospective educator when the strike has officially ended.
4. Promptly inform the college supervisor and the STEP Office of the date student teachers/interns will return to the school site.

**Liability**

**N.J.S.A. 18A:16-6** requires public boards of education in this state to defray all the costs of defending a student teacher in an action brought against the student teacher arising out of his/her performance of the duties of the position. In addition, the board must hold harmless and protect such persons from any financial loss resulting from the action. The board is authorized by the same statute to arrange for and maintain appropriate insurance to cover all damages, losses and expenses. *(TEPC Approval 3/27/02)*

**Criminal Offenses Preventing Teacher Certification**

As required by New Jersey law, the State of New Jersey, Department of Education will not issue a teaching certificate, in most cases, to anyone with a criminal history of certain disqualifying offenses. Similarly, New Jersey facilities, centers, schools, and school systems under the supervision of the Department of Education are barred from employing such individuals in positions which involve regular contact with pupils under the age of 18.

A conviction or charges pending for any of the following crimes or offenses may prevent a student from participation in Junior Field Experience, Senior Student Teaching and Internship I and II and placement in school districts/agencies.

These disqualifying crimes/offenses include:

- Any crime of the first or second degree;
- Any crime involving sexual offense or child molestation;
- An offense involving the manufacture, transportation, sale, possession, distribution or habitual use of drugs or any violation involving drug paraphernalia;
- Any crime involving the use of force or the threat of force to or upon a person or property, including, but not limited to, robbery, aggravated assault, stalking, kidnapping, arson, manslaughter and murder;
- Any crime of possessing a weapon;
- A third degree crime of theft or a related offense;
The Culminating Clinical Experience

- An offense of recklessly endangering another person, terroristic threats, criminal restraint, luring or enticing a child into a motor vehicle or isolated structure;
- An offense of causing or risking widespread injury or damage;
- Any crime of criminal mischief, burglary, usury, threats or other improper influences, perjury and false swearing, resisting arrest, or escape;
- Any conspiracy to commit or attempt to commit any of the crime described above.

Change of Field Placement Procedures and Form

In rare instances during Senior Student Teaching or Internship II it may become necessary for a teacher candidate to be transferred to another assignment or discontinue the candidate’s clinical field experience. The procedures for reassignment of a teacher candidate to another setting or discontinuing the candidate from the placement are noted below. In both cases steps will be taken to resolve issues which are contributing to the need for change in assignment.

Change of Field Experience/Clinical Practice Placement and Intervention

If a principal, school district superintendent, cooperating teacher or student teaching supervisor has serious concerns about a teacher candidate’s ability to successfully complete field experience, the concerned party should immediately notify the chair or coordinator of the student’s specific program. The coordinator or chair may request an additional observation of the teacher candidate by a tenured member of the appropriate department.

All initial efforts shall be directed toward resolving the problem at the school. However, if the supervisor, chair, or coordinator recommends a change in placement, a “Team” conference will be scheduled with the student. The team should include: the department chair or program coordinator, the student teaching supervisor(s), the teacher candidate, and the Support for Teacher Education Programs (STEP) Office director or designee. The purpose of this meeting will be:

1. to identify the issues/problems and areas of concern;
2. to identify a plan to address those issues;
3. to implement an action plan which may include:
   a. additional meetings with cooperating teacher and/or teacher candidate
   b. a modification of the teacher candidate’s schedule
   c. additional supervision
   d. a remediation plan to address the teacher candidate’s performance
   e. a change in placement or modification of the teacher candidate’s length of student teaching/internship II experience
f. other steps taken to address the issues, and

(Minutes of the meeting will be taken and sent to the meeting’s participants.)

**OPTIONS:**

After reviewing all of the supervisors’ observations, evaluations and records; all cooperating teacher evaluations (teaching performance and dispositions assessment); and any other pertinent information, the team will either:

1. Allow the teacher candidate to remain in the current placement; however, if the teacher candidate receives less than a C+ in student teaching, s/he will not recommended for certification.*

2. Remove the student from the placement with recommendations; recommendations may include
   a. reassignment to a new placement
   b. discontinuance of the current placement for the balance of the semester. If this occurs, discontinuance may entail
      i. withdrawing from student teaching with a WD on the teacher candidate’s transcript
      ii. a failing grade (F) assigned
      iii. (For undergraduates) a recommendation that the education component of the teacher candidate’s program be dropped

3. Or, the team will identify a new plan to address the teacher candidate’s future status.

The chair or program coordinator should complete the Intervention Form and make copies for the supervisor, department chair or coordinator, and the STEP Office. The Intervention Form should include the following information:

   a) The previous remediation plan with an explanation of why it was not successful;
   b) All of the supervisor's observations, evaluations and records;
   c) All cooperating teacher and district input; and
   d) Any other pertinent documentation.

Once the plan is identified, the department chair or coordinator will inform the teacher candidate in writing.

The STEP Office will plan collaboratively with the department and the student to initiate a successful reassignment.

*For teacher candidates enrolled in graduate programs, successful completion of Internship II requires a minimum grade of B-*. (TEPC approval 04/20/11)
Field Experience Injury or Accident Policy

In the event of an injury or accident involving the teacher candidate/counselor intern while participating in field experience at the schools/communities sites, the teacher candidate/counselor intern will receive the appropriate medical attention at the school. Afterwards, the teacher candidate/counselor intern will comply with the school district’s/community’s policy related to the accident/and or injury of school staff members. Typical school district/community policies require the person involved in the accident to complete an accident report which is reviewed by school/community site, medical personnel and the principal/administrator and then filed at the school site. The teacher candidate/counselor intern should request a copy of the report.

Teacher candidate/counselor interns involved in an accident or suffering an injury at the field must inform their supervisor or department chair of the accident and/or injury as soon as possible. If they are unable to reach either the supervisor or department chair, the teacher candidate should call the STEP Office at 771-2408. If the STEP Office is notified initially, the staff will inform the department of the teacher candidate, Office of the Dean and Office of TCNJ Risk Management.

The College of New Jersey is not responsible for payment of the injured teacher candidate/counselor intern’s medical bills. All students are encouraged to maintain appropriate health insurance coverage at all times.

TCNJ Accident/Injury Report forms can be found on the STEP Office website under FORMS for TCNJ Students at http://step.tcnj.edu/forms/.
The College of New Jersey
School of Education
STEP Office
INTERVENTION FORM
RE: FIELD PLACEMENT

INFORMATION
Date of Request ____________________________
Student’s Name ____________________________
College Supervisor __________________________
Department ____________________________ Quarter/Semester Fall _____ Spring _____
District ____________________________ School ____________________________
Cooperating Teacher(s) __________________________________________
Contact Administrator ____________________________ TCNJ Coordinator ____________________________
Reason/Provide brief explanation of issue(s):
______________________________________________________________________________________
______________________________________________________________________________________
(Attach additional pages as necessary)

“Team” members: Department Chair or Program Coordinator, Student Teacher Supervisor(s), teacher candidate, Subject Coordinator (if applicable), and STEP Office Director or designee.
Options to be considered:
a. to identify the issues/problems and areas of concern;
b. to identify a plan to address those issues;
c. to implement an action plan which may include:
   1. additional meetings with cooperating teacher and/or teacher candidate
   2. a modification of the teacher candidate’s schedule
   3. additional supervision
   4. a remediation plan to address the teacher candidate’s performance
   5. a change in placement or modification of the teacher candidate’s length of student teaching/internship
      experience
   6. discontinue placement

d. Other ______________________________________________________

Minutes of the meeting will be taken and sent to the meeting’s participants.

Will the cooperating teacher(s) be in agreement with the decision? YES ____ NO ____
Is supporting documentation attached? YES ____ NO ____
a. TCNJ supervisor evaluation
b. Cooperating teacher evaluation
c. When issue first appeared and what steps were taken

RECOMMENDATIONS
The Review Team recommends:
Recommendations for successful placement (remediation/placement/plan: _______________________________
___________________________________________________________________________________________

Coordinator’s Signature Date Department Chair Date
Director – STEP Office Signature Date Dean of SOE – Signature Date
Professional Development School Network Districts

- BORDENTOWN REGIONAL SCHOOL DISTRICT
- BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY/BCSSSD
- CITY OF BURLINGTON SCHOOL DISTRICT
- CRANBURY TOWNSHIP SCHOOL DISTRICT
- EAST AMWELL TOWNSHIP SCHOOL DISTRICT
- EWING TOWNSHIP SCHOOL DISTRICT
- HAMILTON TOWNSHIP SCHOOL DISTRICT
- HILLSBOROUGH TOWNSHIP SCHOOL DISTRICT
- HOPEWELL VALLEY REGIONAL SCHOOL DISTRICT
- HUNTERDON CENTRAL REGIONAL HIGH SCHOOL DISTRICT
- LAWRENCE TOWNSHIP SCHOOL DISTRICT
- MARIE KATZENBACH SCHOOL FOR THE DEAF
- MONTGOMERY TOWNSHIP SCHOOL DISTRICT
- PALMYRA PUBLIC SCHOOL DISTRICT
- ROBBINSVILLE PUBLIC SCHOOL DISTRICT
- SOUTH BRUNSWICK SCHOOL DISTRICT
- SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT
LIST OF PROFESSIONAL ORGANIZATIONS

- AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (AERA)
  1430 K STREET NW, SUITE 1200, WASHINGTON, DC 20005; (202) 238-3200

- ASSOCIATION FOR CHILDHOOD EDUCATIONAL INTERNATIONAL (ACEI)
  1101 16th STREET, NW, SUITE 300, WASHINGTON, DC 20036; (202) 372-9986

- ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY (AECT)
  320 W. 8th St., Suite 101, BLOOMINGTON, IN 47404; (877) 677-AECT

- ASSOCIATION FOR SCIENCE TEACHER EDUCATION (ASTE)
  9324 27th AVENUE, EAU CLAIRE, WI 54703; (715) 838-0893

- ASSOCIATION OF TEACHER EDUCATION (ATE)
  11350 RANDOM HILLS RD., SUITE 800, FAIRFAX, VA 22030; (703) 659-1708

- AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION (AACTE)
  1307 NEW YORK AVENUE, SUITE 300, WASHINGTON, DC 20005; (202) 293-2450

- AMERICAN CHEMICAL SOCIETY (ACS)
  1155 16th ST.,NW, WASHINGTON, DC 20036; 1-800-333-9511

- COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (CAEP)
  1140 19th STREET, SUITE 400, WASHINGTON, DC 20036; (202) 223-0077

- COUNCIL ON EDUCATION OF THE DEAF (CED)
  800 FLORIDA AVE., NE WASHINGTON, DC 20002

- COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
  2900 CRYSTAL DRIVE, SUITE 1000, ARLINGTON, VA 22202; (888) 232-7733

- INTERNATIONAL LITERACY ASSOCIATION (ILA)
  PO BOX 8139, NEWARK, DE; 19711; (800) 336-7323

- NATIONAL ART EDUCATION ASSOCIATION
  1806 ROBERT FULTON DRIVE, SUITE 300, RESTON, VA 20191; (703) 860-8000

- NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)
  1313 L STREET, NW, SUITE 500, WASHINGTON, DC 20005; (202) 232-8777
- NATIONAL ASSOCIATION FOR MUSIC EDUCATORS (NAFME)
  1806 ROBERT FULTON DRIVE, RESTON, VA 20191; (703) 860-4000

- NATIONAL COUNCIL FOR SOCIAL STUDIES (NCSS)
  8555 16th ST., SUITE 500, SILVER FERRY, MD 20910; (301) 588-1800

- NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)
  1111 W. KENYON ROAD, URBANA, IL 61801; (217) 328-3870

- NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)
  1906 ASSOCIATION DRIVE, RESTON, VA 20191; (703) 620-9840

- NATIONAL EDUCATION ASSOCIATION (NEA)
  1201 SIXTEENTH STREET, NW, WASHINGTON, DC 20036; (202) 833-4000

- ASSOCIATION FOR MIDDLE LEVEL EDUCATION (AMLE)
  4151 EXECUTIVE PARKWAY, SUITE 300, WESTERVILLE, OH 43231; (800) 528-6672

- NATIONAL SCIENCE TEACHERS ASSOCIATION (NSTA)
  1840 WILSON BOULEVARD, ARLINGTON, VA 22201-3000; (703) 243-7100

- NEW JERSEY EDUCATION ASSOCIATION (NJEA)
  180 WEST STATE STREET, TRENTON, NJ 08607; (609) 599-4561

- SHAPE – SOCIETY OF HEALTH AND PHYSICAL EDUCATORS
  1900 ASSOCIATION DRIVE, RESTON, VA 20191; (800) 213-7193
New Jersey Professional Standards for Teachers (N.J.A.C. 6A: 9C-3.3): Foundations of Effective Practice

Background

Effective May 5, 2014, the New Jersey Professional Standards for Teachers have been updated to incorporate current research on teaching practice, new understandings of learners and the learning process, and to align to the 2011 the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards. These standards:

- Describe the performances, knowledge, and dispositions that teachers need to be effective in supporting college and career readiness for all students;
- Outline the principles of teaching practice that cut across all subject areas and grade levels and are necessary to improve student achievement; and
- Serve as the common foundation for pre-service teacher education, certification, induction and mentoring, educator evaluation, and professional development.

According to InTASC, these updated standards:

Articulate what effective teaching and learning looks like in a transformed public education system – one that empowers every learner to take ownership of their learning, that emphasizes the learning content and application of knowledge and skill to real world problems, that values the differences each learner brings to the learning experience, and that leverages rapidly changing learning environments by recognizing the possibilities they bring to maximize learning and engage learners. A transformed public education system requires a new vision of teaching.¹

Fundamental Understandings

The following fundamental understandings anchor the content of the standards:

- Teaching and learning are dynamic processes. Instruction is rooted in integrated and reciprocal classroom practice, and educator effectiveness is closely tied to student learning.
- Expertise in teaching develops over time. While the previous standards were geared more to beginning teachers, these standards are rooted in professional practice across the continuum of teacher development.
- 21st century skills are fundamental. Teachers need to foster students’ curiosity, creativity, innovation, problem solving, global literacy, communication, and interpersonal skills. Students need to understand technology and ethics and be able to synthesize information across disciplines.
- The focus must move from teachers teaching to learners’ learning. Teachers must acquire and apply the knowledge and skills to customize and personalize learning for learners with a range of individual differences.
- Assessment literacy is an essential skill. Teachers need to have greater knowledge and skill around how to develop a range of assessments and how to use assessment data to improve instruction and support learner success.
- A collaborative professional culture improves teaching effectiveness. We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decision-making, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.

¹ Council of Chief State School Officers, April 2011
The Culminating Clinical Experience

- *Teachers should embrace leadership roles.* Teachers should advocate for their own and their students’ needs, actively investigate new ideas to improve teaching and learning, participate in the collaborative culture, and advance the profession.

**Integrated Themes**

New to these updated standards is the inclusion of key themes across multiple standards. In some cases, the theme is not explicitly stated but can be inferred from the description of the knowledge, disposition, or performance within the standard. The integrated themes are as follows:

- Collaboration
- Communication
- Creativity/innovation
- Critical thinking/problem solving
- Cultural competence
- English language learners
- Families and communities
- Individual differences
- Interdisciplinary/multiple perspectives
- Professional Learning
- Student-directed learning
- Teacher responsibility
- Technology
- Use of data to support learning

**Adaptation of the 2011 InTASC Model Core Teaching Standards to the NJ State Context**

Although the updated NJ Professional Standards for Teachers closely track with the 2011 InTASC Model Core Teaching Standards, they are not identical. Some changes in language and organization were necessary to align the standards with New Jersey law, the prior state teaching standards, and statewide priorities. The complete text of the 2014 NJ Professional Standards for Teachers with highlights showing the divergence from the 2011 InTASC Model Core Teaching Standards can be found [here](#).

**Organization**

The standards are now organized under four domains:

- **The Learner and Learning**
  - Standard 1: Learner Development
  - Standard 2: Learning Differences
  - Standard 3: Learning Environments

- **Content**
  - Standard 4: Content Knowledge
  - Standard 5: Application of Content

- **Instructional Practice**
  - Standard 6: Assessment
  - Standard 7: Planning for Instruction
  - Standard 8: Instructional Strategies

- **Professional Responsibility**
  - Standard 9: Professional Learning
  - Standard 10: Leadership and Collaboration
  - Standard 11: Ethical Practice

Within each standard, the elements continue to be organized under the following criteria:

- Performances: the aspect that can be observed and assessed in teaching practice;
- Essential knowledge: the understandings that one needs to support effective practice; and
- Critical dispositions: the habits of professional practice that underlie the performances and knowledge and play a key role in how teachers practice.
The Culminating Clinical Experience

The following table compares the content of the 2004 standards with the 2014 standards and identifies key changes to the content.

<table>
<thead>
<tr>
<th>Content of Standard</th>
<th>2004 Standards</th>
<th>2014 Standards</th>
<th>New Focus Areas in Updated Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep content knowledge of discipline(s)</td>
<td>Standard 1: Subject Matter Knowledge</td>
<td>Standard 4: Content Knowledge</td>
<td>Creating learning experiences to make content accessible and meaningful for students</td>
</tr>
<tr>
<td>Understanding how children/adolescents develop and learn</td>
<td>Standard 2: Human Growth &amp; Development</td>
<td>Standard 1: Learner Development</td>
<td>Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences</td>
</tr>
<tr>
<td>Understanding practice of culturally responsive teaching</td>
<td>Standard 3: Diverse Learners</td>
<td>Standard 2: Learning Differences</td>
<td>Providing inclusive learning environments that enable each learner to meet high standards</td>
</tr>
<tr>
<td>Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs</td>
<td>Standard 4: Instructional Planning and Strategies</td>
<td>Standard 7: Planning for Instruction &amp; Standard 8: Instructional Strategies</td>
<td>Planning in use of assessment data and students’ prior knowledge and interest; Collaborative planning among teachers and with learners to support design of relevant learning experiences</td>
</tr>
<tr>
<td>Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students</td>
<td>Standard 5: Assessment</td>
<td>Standard 6: Assessment</td>
<td>Use of assessment data to engage learners in examining growth and to guide teacher and learner decision-making about learning needs; Need for teachers to prepare learners for demands of various assessment formats and make appropriate accommodations in assessment conditions, especially for learners with disabilities and language learning needs</td>
</tr>
<tr>
<td>Creation of a supportive, safe, and respectful learning environment</td>
<td>Standard 6: Learning Environment</td>
<td>Standard 3: Learning Environments</td>
<td>Collaboration with learners, families, and colleagues</td>
</tr>
<tr>
<td>Need to adapt instruction to accommodate special learning needs</td>
<td>Standard 7: Special Needs</td>
<td>Standard 2: Learning Differences</td>
<td>Understanding individual differences in a broader context, including attention to a learner’s personal, family, and community experiences and cultural norms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content of Standard</th>
<th>2004 Standards</th>
<th>2014 Standards</th>
<th>New Focus Areas in Updated Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions</td>
<td>Standard Eight: Communication</td>
<td>Standard Three: Learning Environments and Standard Ten: Leadership and Collaboration</td>
<td>Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment; Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues</td>
</tr>
<tr>
<td>Need for teachers to build relationships with parents, guardians, families, and agencies to support students’ learning and well-being</td>
<td>Standard Nine: Collaboration and partnerships</td>
<td>Standard Ten: Leadership and collaboration</td>
<td>Collaboration with other school professionals to plan and facilitate learning; Development of skills in collaborative interaction appropriate for both face-to-face and virtual contexts</td>
</tr>
<tr>
<td>Need for teachers to participate as active members of a professional learning community engaging a variety of learning opportunities</td>
<td>Standard Ten: Professional Development</td>
<td>Standard Nine: Professional Learning</td>
<td>Professional learning aligned with a teacher’s needs as a growing professional, using feedback from evaluations, data on learner performance, and school-wide and district-wide priorities; Role of teacher as a learner continuously seeking opportunities to improve practice, drawing upon current education policy and research as sources of reflection</td>
</tr>
<tr>
<td>Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success</td>
<td>Standard Eleven: Professional Responsibility</td>
<td>Standard Eleven: Ethical Practice</td>
<td>Fostering a school environment that protects students from sexually, physically, verbally, or emotionally harassing behavior; Collaboration with colleagues and parents to provide a safe and emotionally protective learning environment</td>
</tr>
</tbody>
</table>
The Culminating Clinical Experience

National Board for Professional Teaching Standards (NBPTS)

The Five Core Propositions

In 1989, the National Board published *What Teachers Should Know and Be Able to Do*, a document that articulated the National Board’s Five Core Propositions for Teaching — comparable to medicine’s Hippocratic Oath — setting forth the profession’s vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

All National Board Certificates are based on the Five Core Propositions. All NBCTs in all grade levels and subject areas share their commitment and understanding to these Propositions. Therefore, the Five Core Propositions represent what all accomplished teachers share in their expertise and dedication to advance student achievement.

Proposition 1: Teachers are committed to students and their learning.

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
• NBCTs know how to assess the progress of individual students as well as the class as a whole.
• They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers think systematically about their practice and learn from experience.
• NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
• They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
• They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are members of learning communities.
• NBCTs collaborate with others to improve student learning.
• They are leaders and actively know how to seek and build partnerships with community groups and businesses.
• They work with other professionals on instructional policy, curriculum development and staff development.
• They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
• They know how to work collaboratively with parents to engage them productively in the work of the school.
ASSESSMENT OF STUDENT TEACHER’S AND INTERN’S PROGRESS

Each semester all assessments of student performance, rubrics, and dispositions can be found on the STEP and Global Student Teaching Office website: step.tcnj.edu. Click on Forms/Assessment Forms and print copies. Those assessments must be used in evaluating the teacher candidate’s performance.

Those assessment forms can also be found on the School of Education’s web site:

THE COLLEGE OF NEW JERSEY  
School of Education  
STEP Office  
Supervisor’s Summative Evaluation

Final grade – These assessments and the day-to-day observation of the teacher candidate’s performance coupled with the observation of The College supervisors are used in arriving at the teacher candidate’s final grade. The College supervisor is responsible for determining the final grade. However, the College supervisor(s) and cooperating teacher who observe the teacher candidate must confer prior to the completion of the final assessment. For Secondary Education majors, the subject matter supervisor will contact the Secondary Education Department supervisor for input prior to determining the final grade. Collaboration among supervisors and cooperating teacher is essential in arriving at the final grade.

STUDENT_________________________________________________ UNDERGRADUATE_______
College Supervisor(s)/Program_________________________ Graduate _______

Cooperating Teacher(s)    School    Grade/Subject    Student Teaching Dates
________________________    ___________    ______    _______________________
________________________    ___________    ______    _______________________

Observation Dates for College Supervisor: 1._________  2.________  3.________________ 4._____________  5.____________  6._____________ 7._____________ 8._____________

_____ I certify that I have consulted with the cooperating teacher and TCNJ personnel who observed the teacher candidate before determining the teacher candidate’s final grade.

_____ I certify that this candidate has successfully completed his/her culminating field experience.

College Supervisor Signature ______________________   Date _______

If the above is not checked, please add an explanation on the reverse side of this form.

Copies to:    Supervisor    _______ Student    _______ Department

RELEASE A COPY TO CAREER SERVICES: Y _______ N _______

Student Signature ________________________ SS# ______  ____  ______  Date _______

Page 45
New Jersey Certification Process

The College of New Jersey Certification Office submits certification documents to the New Jersey Department of Education Office of Licensing and Credentials on behalf of students who have completed all requirements in a TCNJ state-approved program of teacher preparation. Recommendation for certification is made after students have submitted applications and fees to the TCNJ Certification Office and the degrees have been posted on the college record system.

The State links certification application materials with a passing score in appropriate Praxis tests, issues, and mails CEAS certificates (see below) to applicants in specific areas of teacher preparation. Currently, in New Jersey, Teacher of Students with Disabilities and Teacher of the Deaf and Hard of Hearing certification areas do not require a Praxis test. This policy is subject to change.

New Jersey Licensure Process

New Jersey has adopted a 3-step licensure process for applicants through approved programs as follows:

1. **Certificate of Eligibility with Advanced Standing (CEAS)** – This is the initial New Jersey teaching certificate which provides an applicant with the opportunity to seek employment. The State takes approximately four weeks to issue, print, and mail certificates.

2. **Provisional Certificate** – Provisional certification is issued to a beginning teacher holding a CEAS and who has accepted an offer of employment. The employing school district or approved non-public school has notified the state. The school or district has agreed to provide support to the beginning teacher in the “Provisional Teacher” or “Induction” program (see below).

3. **Standard Certificate** – Valid for life. The beginning teacher has successfully completed a school or district induction program while serving under a provisional certificate for the first year of employment.

New Jersey Adoption of New Administrative Code

New Jersey policies and regulations regarding teacher certification and licensure are legislated and are published as part of the New Jersey Administrative Code, (NJAC) subchapter 6. In January 2008 a new code, was adopted, N.J.A.C. 6A

The code is a document on public record and is available at [www.state.nj.us/njded/code](http://www.state.nj.us/njded/code). Licensure and standards information is contained in Title 6A, Chapters 9 and 10.
Provisional Teacher Program (#2 above)

During the provisional year, interactions take place among the beginning teacher and designated professional support team in the school/district. The beginning teacher is mentored and supervised according to state and district policies. The school/district determines how this is paid - by the beginning teacher, the school/district, or a combination.

At the end of the provisional year, an evaluation report includes one of three recommendations:

- a) Approved – State Department of Education issues a Standard Certificate.
- b) Insufficient – The CEAS remains in effect for a maximum of one more year.
- c) Disapproved – The CEAS is invalidated. The beginning teacher may appeal this decision to the State Board of Examiners.

Pending state approval: New teachers are also mentored during the second year of teaching according to state and district policies.

Continuing Education for Teachers

In May, 1998, the New Jersey State Board of Education adopted a continuing education requirement for teachers. The new regulations require all public school teachers in the state to take at least 100 hours of professional development training every five years, starting in September, 2000.
### The Culminating Clinical Experience

<table>
<thead>
<tr>
<th>School of Education</th>
<th>School of Educ. Bldg</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office of the Dean</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Jeff Passe, Dean</td>
<td>102D</td>
<td>(609) 771-2100</td>
<td>(609) 637-5117</td>
</tr>
<tr>
<td>Ms. Delsia Fleming, Assistant Dean</td>
<td>102B</td>
<td>(609) 771-2100</td>
<td>(609) 637-5117</td>
</tr>
<tr>
<td>Ms. Josephine Miller, Scheduler</td>
<td>102A</td>
<td>(609) 771-2348</td>
<td>(609) 637-5117</td>
</tr>
</tbody>
</table>

### STEP Office (Support for Teacher Education Programs) School of Educ. Bldg

<table>
<thead>
<tr>
<th>Name</th>
<th>School of Educ. Bldg</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Hector, Lopez, Director</td>
<td>108C</td>
<td>(609) 771-2327</td>
<td>(609) 637-5196</td>
</tr>
<tr>
<td>Ms. Victoria Allen-Edwards, Assistant Director</td>
<td>108B</td>
<td>(609) 771-2528</td>
<td>(609) 637-5196</td>
</tr>
<tr>
<td>Ms. Virginia Brown, Project Specialist</td>
<td>108A</td>
<td>(609) 771-2116</td>
<td>(609) 637-5196</td>
</tr>
<tr>
<td>Ms. Kathleen DiAntonio, Support Staff</td>
<td>108</td>
<td>(609) 771-2408</td>
<td>(609) 637-5196</td>
</tr>
<tr>
<td>Ms. Kerri Long, Certification Officer</td>
<td>106A</td>
<td>(609) 771-2318</td>
<td>(609) 637-5196</td>
</tr>
<tr>
<td>Ms. Jennifer Prone, Head Certification Clerk</td>
<td>106</td>
<td>(609) 771-2396</td>
<td>(609) 637-5196</td>
</tr>
</tbody>
</table>

### School of Education

<table>
<thead>
<tr>
<th>Program</th>
<th>School of Educ. Bldg</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counselor Education</strong></td>
<td>201A</td>
<td>(609) 771-2119</td>
<td>(609) 637-5166</td>
</tr>
<tr>
<td>Dr. Mark Woodford, Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Educational Administration and Secondary Education</strong></td>
<td>202A</td>
<td>(609) 771-2395</td>
<td>(609) 637-5197</td>
</tr>
<tr>
<td>Dr. Donald Leake, Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Brian Girard and Dr. Colette Gosselin, Undergraduate Coordinator</td>
<td>202</td>
<td>(609) 771-2395</td>
<td>(609) 637-5197</td>
</tr>
<tr>
<td><strong>Elementary/Early Childhood Education</strong></td>
<td>300A</td>
<td>(609) 771-2252</td>
<td>(609) 637-5197</td>
</tr>
<tr>
<td>Dr. James Beyers, Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Anthony Conta, Student Teaching Coordinator</td>
<td>302C</td>
<td>(609) 771-2991</td>
<td>(609) 637-5197</td>
</tr>
<tr>
<td><strong>Special Education, Language &amp; Literacy</strong></td>
<td>311E</td>
<td>(609) 771-2308</td>
<td>(609) 637-5172</td>
</tr>
<tr>
<td>Dr. Barbara Strassman, Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Shridevi Rao, Co-Chair</td>
<td>312A</td>
<td>(609) 771-2308</td>
<td>(609) 637-5172</td>
</tr>
<tr>
<td>Dr. Amy Dell, Graduate Coordinator</td>
<td>311E</td>
<td>(609) 771-2209</td>
<td>(609) 637-5172</td>
</tr>
<tr>
<td>Dr. Nadya Pancofár, 5-Yr Coordinator</td>
<td>311</td>
<td>(609) 771-2308</td>
<td>(609) 637-5172</td>
</tr>
</tbody>
</table>

### Health and Physical Education

<table>
<thead>
<tr>
<th>Program</th>
<th>School of Educ. Bldg</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Packer Hall</td>
<td>216</td>
<td>(609) 771-3034</td>
</tr>
<tr>
<td>Dr. Anne Farrell, Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBA, Student Teaching Coordinator</td>
<td>216</td>
<td>(609) 771-3034</td>
<td>(609) 637-5153</td>
</tr>
</tbody>
</table>
### Additional Departments Offering Teacher Education Programs

<table>
<thead>
<tr>
<th>Department</th>
<th>Office of International and off Campus Programs/Summer Programs</th>
<th>Green Hall</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Studies Office</td>
<td>Ms. Susan Hyde, Assistant Dean</td>
<td>109</td>
<td>(609) 771-2297</td>
<td>(609) 637-5105</td>
</tr>
<tr>
<td></td>
<td>Lisa DeMarzec, Project Specialist</td>
<td>109</td>
<td>(609) 771-2300</td>
<td>(609) 637-5105</td>
</tr>
<tr>
<td></td>
<td>Ms. Deidre Queen, Secretary</td>
<td>109</td>
<td>(609) 771-2300</td>
<td>(609) 637-5105</td>
</tr>
<tr>
<td></td>
<td>Receptionist</td>
<td>109</td>
<td>(609) 771-2300</td>
<td>(609) 637-5105</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Graduate@teni.edu">Graduate@teni.edu</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT Coordinators</td>
<td>Dr. Arti Joshi, Graduate Elementary Education</td>
<td>300</td>
<td>(609) 771-2219</td>
<td>(609) 637-5197</td>
</tr>
<tr>
<td></td>
<td>Mr. Gregory Seaton, Graduate Secondary Coordinator</td>
<td>202C</td>
<td>(609) 771-3384</td>
<td>(609) 771-5197</td>
</tr>
<tr>
<td>Biology</td>
<td>Mr. Jon Staff, Director</td>
<td>Green Hall</td>
<td>115</td>
<td>(609) 771-2596</td>
</tr>
<tr>
<td></td>
<td>Secretary</td>
<td></td>
<td></td>
<td>(609) 637-5124</td>
</tr>
<tr>
<td></td>
<td>Dr. Anita Allyn</td>
<td>304</td>
<td>(609) 771-2654</td>
<td>(609) 637-5193</td>
</tr>
<tr>
<td></td>
<td>Dr. Lisa LaJevic, Student Teaching Coordinator</td>
<td></td>
<td></td>
<td>(609) 771-2654</td>
</tr>
<tr>
<td>Biology</td>
<td>Dr. Janet Morrison, Chair</td>
<td>Biology Bldg.</td>
<td>203</td>
<td>(609) 771-2879</td>
</tr>
<tr>
<td></td>
<td>Dr. Lesann Thornton, Student Teaching Coordinator</td>
<td></td>
<td></td>
<td>(609) 771-2875</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Dr. Stephanie Sen, Chair</td>
<td>Science Complex</td>
<td>C108</td>
<td>(609) 771-2434</td>
</tr>
<tr>
<td>English</td>
<td>Dr. Glenn Steinberg, Chair</td>
<td>Bliss Hall</td>
<td>128</td>
<td>(609) 771-2298</td>
</tr>
<tr>
<td></td>
<td>Ms. Emily Marner, Student Teaching Coordinator</td>
<td></td>
<td></td>
<td>(609) 771-2686</td>
</tr>
<tr>
<td>History</td>
<td>Dr. Cynlia Pages, Chair</td>
<td>SS Bldg.</td>
<td>205</td>
<td>(609) 771-2216</td>
</tr>
<tr>
<td></td>
<td>Dr. Michael Marino, Student Teacher Coordinator</td>
<td></td>
<td></td>
<td>(609) 771-2341</td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>Dr. Thomas Hagedorn, Chair</td>
<td>Science Complex</td>
<td></td>
<td>(609) 771-2241</td>
</tr>
<tr>
<td></td>
<td>Dr. Cathy Liebars, Student Teaching Coordinator and Associate Chair</td>
<td></td>
<td>(609) 771-3043</td>
<td>(609) 637-5183</td>
</tr>
<tr>
<td>Music</td>
<td>Dr. John Leonard, Chair</td>
<td>Music Bldg.</td>
<td>(609) 771-2550</td>
<td>(609) 637-5182</td>
</tr>
<tr>
<td></td>
<td>Dr. Colleen Sears, Student Teaching Coordinator</td>
<td></td>
<td></td>
<td>(609) 637-5182</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td><strong>Science Complex Bldg.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Paul Wiita, Chair</td>
<td>132 SCP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:wiita@tenj.edu">wiita@tenj.edu</a></td>
<td>(609) 771-2556</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Nathan Magee, Student Teaching Coordinator</td>
<td>132 SCP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:magee@tenj.edu">magee@tenj.edu</a></td>
<td>(609) 771-2924</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Technological Education</strong></th>
<th><strong>Armstrong Hall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Steve O’Brien, Chair</td>
<td>181</td>
</tr>
<tr>
<td><a href="mailto:obriens@tenj.edu">obriens@tenj.edu</a></td>
<td>(609) 771-2782</td>
</tr>
<tr>
<td>Dr. Henry Hams, Student Teaching Coordinator</td>
<td>181</td>
</tr>
<tr>
<td><a href="mailto:hannell@tenj.edu">hannell@tenj.edu</a></td>
<td>(609) 771-2543</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>World Languages and Cultures</strong></th>
<th><strong>World Languages and Cultures</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Luis Gabriel-Sheerman, Chair</td>
<td>303</td>
</tr>
<tr>
<td><a href="mailto:gabriels@tenj.edu">gabriels@tenj.edu</a></td>
<td>(609) 771-2996</td>
</tr>
<tr>
<td>Dr. Joseph Goebel, Student Teaching Coordinator</td>
<td>320</td>
</tr>
<tr>
<td><a href="mailto:goebel@tenj.edu">goebel@tenj.edu</a></td>
<td>(609) 771-2049</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>College Administrative Offices</strong></th>
<th><strong>College Administrative Offices</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Accounts</td>
<td>119 Green Hall</td>
</tr>
<tr>
<td>[119 Green Hall](mailto:119 Green Hall)</td>
<td>(609) 771-2172</td>
</tr>
<tr>
<td>Career Services</td>
<td>West Roscoe Library</td>
</tr>
<tr>
<td>[West Roscoe Library](mailto:West Roscoe Library)</td>
<td>(609) 771-2161</td>
</tr>
<tr>
<td>Student Financial Assistance</td>
<td>101 Green Hall</td>
</tr>
<tr>
<td>[101 Green Hall](mailto:101 Green Hall)</td>
<td>(609) 771-2211</td>
</tr>
<tr>
<td>Health Services</td>
<td>107 Eickhoff Hall</td>
</tr>
<tr>
<td>[107 Eickhoff Hall](mailto:107 Eickhoff Hall)</td>
<td>(609) 771-2483</td>
</tr>
<tr>
<td>Psychological Counseling Services</td>
<td>107 Eickhoff Hall</td>
</tr>
<tr>
<td>[107 Eickhoff Hall](mailto:107 Eickhoff Hall)</td>
<td>(609) 771-2247</td>
</tr>
<tr>
<td>Records and Registration</td>
<td>112 Green Hall</td>
</tr>
<tr>
<td>[112 Green Hall](mailto:112 Green Hall)</td>
<td>(609) 771-2141</td>
</tr>
<tr>
<td>Residence Assignments (Housing)</td>
<td>114 Eickhoff Hall</td>
</tr>
<tr>
<td>[114 Eickhoff Hall](mailto:114 Eickhoff Hall)</td>
<td>(609) 771-2264</td>
</tr>
</tbody>
</table>