

The Culminating Clinical Practice

The College of New Jersey School of Education



Subject Matter Expertise

Excellence in Planning & Practice

Commitment to All Learners

Positive Effect on Student Growth

**Professionalism, Advocacy
& Leadership**

Creating Agents of Change

*TCNJ'S Programs of Professional Education are nationally accredited by the Council for the
Accreditation of Educator Preparation*



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The Culminating Clinical Practice

HANDBOOK

INTRODUCTION

This handbook is designed for individuals who participate in the culminating clinical practice: teacher candidates, 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 all 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 work and 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 PK-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 CAEP 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. 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 PK-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 teacher candidate 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.

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 clinical practice in preparation for successful entrance into and continued growth within the profession.

TCNJ envisions the culminating clinical practice as a partnership among the teacher candidate, the cooperating teacher, the supervisor, the principal and staff of district schools, which provide the setting and resources for the clinical practice and TCNJ faculty. This clinical practice 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.

Teacher Candidate/Clinical Intern

The teacher candidate, referred to as a student teacher/clinical 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 clinical intern has a responsibility to look upon the culminating clinical practice as fertile ground to observe, and learn the art and science of teaching from all members of the school's learning community.

The clinical intern is expected to:

1. be responsible for transportation to and from the culminating field placement. 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/clinical intern from being at school, s/he must notify the school,

- cooperating teacher and TCNJ supervisor as early as possible and provide lesson plans;
5. meet with the cooperating teacher in advance of the clinical field practice 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. 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 and using school district assigned email or TCNJ email; 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. discuss with the cooperating teacher a timetable to assume responsibility for the classroom, including planning and teaching lessons/unit, and evaluating students' work. The suggested timelines on pages 10-12 should be used as a guide for the transition of lead instruction. (Note: these timelines are suggestive; they should be modified as necessary).
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 Teacher Candidate

(STUDENT TEACHER/CLINICAL INTERN):

The following checklist highlights some of the expectations, roles and responsibilities of the clinical 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 practice 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?

*****SUGGESTED TIMELINE*****



School of Education
Week by Week Guide to Clinical Practice II

Week	TCNJ Clinical Intern (CI) Role (Student Teacher)	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
Prep	<ul style="list-style-type: none"> BOOT Camp/Orientation Communicate with Cooperating Teacher; arrange in-person meeting 	<ul style="list-style-type: none"> Communicate with Clinical Intern; arrange in-person meeting 	<ul style="list-style-type: none"> Supervisory Training (campus) [prior to semester start]
1	<ul style="list-style-type: none"> Begin work in class, learn routines and students, assist/co-teach as appropriate Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> Introduces student teacher to school classes (Day 1) Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation. 	<ul style="list-style-type: none"> Trio-meeting: introduction/reviews expectations/schedule first observation
2	<ul style="list-style-type: none"> Begin taking over at least one class/period 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach one class/period 	<ul style="list-style-type: none"> Conduct Observation - provide feedback/guide reflection
3	<ul style="list-style-type: none"> Continue to acquire more teaching load 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
4	<ul style="list-style-type: none"> Continue to acquire more teaching load 	<ul style="list-style-type: none"> Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> Conduct Observation - provide feedback/guide reflection
5	<ul style="list-style-type: none"> 100% lesson development & lead teaching 	<ul style="list-style-type: none"> Review CI lesson plans; provide informative feedback/guide reflection 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
6	<ul style="list-style-type: none"> 100% lesson development & lead teaching 	<ul style="list-style-type: none"> Review CI lesson plans; provide informative feedback/guide reflection 	<ul style="list-style-type: none"> Conduct Observation – provide feedback/guide reflection
7	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Mid-semester - Complete 2 assessments 	<ul style="list-style-type: none"> Mid-semester – Complete 2 assessments (Professional Dispositions & Performance)

NOTES: ¹ If co-teaching, intern should take the lead as early as possible (by week 3 or 4).

² For secondary, intern is to have no more than three preps.



School of Education
Week by Week Guide to Clinical Practice II

Week	TCNJ Clinical Intern (CI) Role (Student Teacher)	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
MID- POINT 8	<ul style="list-style-type: none"> Mid-semester trio meeting 	<ul style="list-style-type: none"> Mid-semester trio meeting 	<ul style="list-style-type: none"> Conduct Observation Mid-semester trio meeting Formal feedback to CI Provide an agenda/template Discuss feedback/guide reflection Discuss acquisition of teaching load Problems/concerns
9	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
10	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> Conduct observation – provide feedback/guide reflection
11	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT
12	<ul style="list-style-type: none"> 100% teaching and lesson development 	<ul style="list-style-type: none"> Provide daily feedback/guide reflection 	<ul style="list-style-type: none"> Conduct Observation – provide feedback/guide reflection
13	<ul style="list-style-type: none"> Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> Gradually assume lead teaching 	<ul style="list-style-type: none"> Provide ongoing communication with CI and CT.
14	<ul style="list-style-type: none"> Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> Gradually assume lead teaching 	<ul style="list-style-type: none"> Conduct Observation - provide feedback/guide reflection
15	<ul style="list-style-type: none"> Transition from teaching position 	<ul style="list-style-type: none"> Complete 2 assessments (Professional Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> Complete 2 assessments in Livetext - (Professional Dispositions & Teaching Performance) Complete Summative Evaluation Form upon completion



**Week by Week Guide to Clinical Practice II – Half-Semester
(Global and Dual Placement Student Teaching)**

Week	TCNJ Clinical Intern (CI) Role (Student Teacher)	Cooperating Teacher (CT) Role	TCNJ College Supervisor (CS) Role
1	<ul style="list-style-type: none"> • Begin work in class, learn routines and students, assist/co-teach as appropriate • Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> • Introduces student teacher to school classes (Day 1) • Trio-meeting: supervisor introduces/reviews expectations – co-teaching, lesson preparation 	<ul style="list-style-type: none"> • Trio-meeting: introduction/reviews/expectations/schedules first observation
2	<ul style="list-style-type: none"> • Begin taking over at least one class/period 	<ul style="list-style-type: none"> • Review CI lesson plans, co-teach one class/period 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT
3	<ul style="list-style-type: none"> • Continue to acquire more teaching load 	<ul style="list-style-type: none"> • Review CI lesson plans, co-teach as appropriate 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback to CI • Provide ongoing communication with CI and CT
4	<ul style="list-style-type: none"> • 100% lesson development & lead teaching 	<ul style="list-style-type: none"> • Review CI lesson plans; provide informative feedback 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback to CI
5	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback – formal/informal 	<ul style="list-style-type: none"> • Provide ongoing communication with CI and CT
6	<ul style="list-style-type: none"> • 100% teaching and lesson development 	<ul style="list-style-type: none"> • Provide daily feedback – formal/informal 	<ul style="list-style-type: none"> • Conduct Observation • Provide ongoing communication with CI and CT
7	<ul style="list-style-type: none"> • Gradual release – returning classroom back to cooperating teacher 	<ul style="list-style-type: none"> • Gradually assume lead teaching 	<ul style="list-style-type: none"> • Conduct Observation – provide feedback
8	<ul style="list-style-type: none"> • Transition from teaching position 	<ul style="list-style-type: none"> • Complete 2 assessments (Professional Dispositions & Teaching Performance) 	<ul style="list-style-type: none"> • Complete 2 assessments in Livetext – (Professional Dispositions & Teaching Performance) • Complete Summative Evaluation Form upon completion

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 highly qualified 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 clinical intern 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 submit the Cooperating Teacher Information Forms (W-9 and Stipend Forms); the forms can be accessed on the website <http://step.tcnj.edu/forms/>. These forms are used to facilitate the cooperating teacher's stipend payment.
2. contact the clinical 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 clinical intern as a professional;
6. participate in orientation of the clinical intern to the school, organizational structures, and support services;
7. familiarize the clinical intern with communities, families and cultures represented within the classroom and the school;
8. give the clinical intern 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 clinical intern can integrate personal experiences with fields of knowledge;
10. acquaint the clinical intern 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 clinical intern and supervisor a timetable for assuming responsibilities in the classroom. The suggested timelines on pages 10-12 should be used as a guide

- for the transition of lead instructions. (Note: these timelines are suggested; cooperating teachers should modify as necessary.)
13. provide opportunities for the clinical intern to gain experience in a variety of instructional contexts;
 14. provide the clinical intern 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 clinical intern to develop her/his own teaching style;
 16. encourage the clinical intern 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 clinical intern's progress and alert the supervisor(s) when any problem emerges. **If the clinical intern 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 clinical intern 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 clinical intern on matters related to instructional strategies, classroom management, and lesson/unit planning;
 20. make any specific request concerning changes in dates of the clinical practice 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 clinical intern. These forms may be downloaded at: <http://step.tcnj.edu/forms>. Completed forms should be shared with the supervisor(s) and returned 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; the Secondary Education Department will photocopy and forward copies to the subject departments; and
 22. demonstrate positive human relations and professionalism.

How to Begin the First Day...

An introductory conference should be planned between the cooperating teacher and clinical intern 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 intern/student teacher with the classroom and other school facilities such as the media center, cafeteria, offices, restrooms, and parking;

2. Provide the 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 intern with texts and other materials and information s/he will be using;
5. Have the clinical intern observe you at work and take note of the general classroom routine; and
6. Have the clinical intern begin to learn students' names.
7. Clinical Intern's Load: Each department will provide teaching load requirements that will identify the intern's teaching load during the semester.

In the Weeks that Follow...

The beginning weeks should be an orientation process for the clinical intern. This is a crucial time, for these weeks set the stage for the remainder of the clinical practice.

Have the student teacher/clinical intern:

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 clinical intern 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 intern 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 clinical intern;
3. being a good listener;
4. modeling reflective practice that revolves around skills of instruction and knowledge of subject matter;
5. guiding the clinical intern 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 clinical intern;
8. explaining the reasons behind decisions and suggestions given to the clinical intern;
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.

ASSESSMENT OF STUDENT TEACHER/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: <http://step.tcnj.edu>. Click on Forms/Assessment Forms and print copies. Those assessments must be used in evaluating the teacher candidate’s performance.

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 clinical intern.

Did you...

- _____ 1. have an initial conference with the clinical intern (student teacher) before the start of his/her clinical practice?
- _____ 2. share classroom routines, procedures, policies (including electronic communications with students, parents and staff) and faculty handbook?
- _____ 3. orient the clinical intern to the building, community, and resources within the building and community?
- _____ 4. introduce the intern/student teacher 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 intern becomes involved gradually in the operations of the classroom?
- _____ 7. model effective teaching?
- _____ 8. review lesson/unit plans and provide feedback before the intern teaches the lesson?
- _____ 9. set aside regular conference time to discuss theory and practice?
- _____ 10. encourage the intern to be a reflective practitioner?
- _____ 11. complete necessary assessments and evaluations of the student intern?
- _____ 12. alert the College supervisor if any problems were evidenced and inform the 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 teacher candidates 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, skilled and current 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 clinical intern and cooperating teacher to get acquainted and review and discuss routine matters;
5. discuss with the clinical intern and cooperating teacher a timetable for the intern to assume responsibilities in the classroom. The suggested timelines on pages 10-12 should be used as a guide for the transition of lead instruction. (Note: these timelines are suggested; they should be modified as necessary).
6. notify the principal's office when s/he is in the school;
7. become familiar with the educational programs and experiences of the professional educator;
8. exhibit the best practice and model ways for the clinical intern to develop self-reliance and self-direction;
9. serve as a resource person for both the cooperating teacher and the clinical intern;
10. **meet with the cooperating teacher regularly;**
11. model professional ethics;
12. visit the classroom to:
 - a) conduct a preliminary conference with the clinical intern 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 clinical intern 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.
- 13. 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.
- 14. complete two formal mid-term and final evaluations using TCNJ's online LiveText system;
- 15. complete the written summative and submit it to the appropriate College department;
- 16. 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;
- 17. 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, coordinator and Director of the STEP Office. Those requests cannot be approved by the supervisor(s);
- 18. meet with the cooperating teacher to discuss the candidate's progress; and
- 19. discuss with the cooperating teacher the intern's/student teacher's teaching load requirements.

The leadership and guidance of the supervisor will enable the clinical intern 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 clinical intern to take risks within a supportive environment;
6. Structuring conferences with clear goals and objectives;

7. Communicating with the clinical intern in a clear, direct, specific and honest manner; and
8. Explaining the reasons behind decisions and suggestions given to the clinical intern.

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 clinical intern.

Did you...

- ___ 1. meet with the cooperating teacher and clinical intern 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 clinical intern 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 clinical intern and complete an evaluation (mid-term and final) after conferring with the cooperating teacher?
- ___ 6. confer with the clinical intern in the evaluation process and document the progress made?
- ___ 7. keep the clinical intern, cooperating teacher, and appropriate college faculty abreast of any problems related to the success of the clinical intern?
- ___ 8. work towards helping the clinical intern 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 online 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 clinical practice II abroad. During the global student teaching experience, the students/interns are supervised by TCNJ faculty/staff and an on-site supervisor employed by the host school. The host school supervisor is contracted to supervise the global intern/student.

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 conferences, and provide a written report based on the observation rubrics.

These are shared with the clinical intern. They must also complete a mid-term teaching disposition and classroom assessment, share them with the clinical intern, and send copies to the STEP Office. 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/intern's experience, the supervisor will submit a letter identifying the intern'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 interns 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 clinical intern's progress. The GST supervisor or site coordinator must consult with the intern's second quarter supervisor regarding the intern's prior performance at the international school sites. The second quarter supervisor should maintain contact with the student while the intern is abroad.

Communication with the College During Clinical Practice

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 Advisory Form should be completed in accordance with the policy on pages 26-34. (See Intervention Form on page 35.)

Other Participants in the Clinical Practice

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 practice. 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, clinical interns, 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 Student Learning Standards

New Jersey Student Learning Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas:

[21st Century Life and Careers](#)

[Comprehensive Health and Physical Education](#)

[English Language Arts](#)

[Mathematics](#)

[Science](#)

[Social Studies](#)

[Technology](#)

[Visual and Performing Arts](#)

[World Languages](#)

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016. **Retrieved on 8/22/2017 from** (<http://www.state.nj.us/education/cccs/>)

TCNJ Student Teaching and Internship II Eligibility Requirements

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

Prerequisites

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

****Students 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/clinical internship. If you have difficulties reaching your host teacher, contact the STEP Office (609-771-2408).
3. Read the Culminating Clinical Practice Handbook thoroughly to ensure that you are familiar with the expectations, roles and responsibilities of the host teacher, college supervisor, and clinical intern.
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 Building Room106).
6. Obtain New Jersey certification application materials during your final semester. Materials are available in the Education Building Room106.
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/or school/community health; or
 - b. Successfully passing a Health and Hygiene test administered by the Certification Office.

The College of New Jersey School of Education

Office of Support for Teacher Education Programs
and Global Student Teaching
<http://www.tcnj.edu/step>

POLICIES RELATED TO FIELD/CLINICAL EXPERIENCES

Student Teacher/Intern Placement

Each teacher education program at The College initiates the placement of student teachers/clinical interns. The student teacher/clinical 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/clinical internship placements.

Tuberculin Screening (Mantoux Test)

In accordance with New Jersey State Law, student teachers/clinical interns must have a negative Mantoux (TB) test within 6 months of their first student teaching/clinical experience. This usually occurs during Clinical Practice 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 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 Clinical II 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 clinical practice/internship II; however some districts are requiring student teachers/clinical 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 student teacher/clinical 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> or call the toll free number **1-877-03-5981**. The processing information 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. When applying for your CBC, make sure you check the form to provide yourself with a copy.
- **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/clinical practice assignment, the assigned district will require the student to present a receipt for the fingerprinting; the student, in most cases, will be allowed to begin the student teaching/clinical 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.

Teacher candidates 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 Clinical I or Clinical II experience. 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, clinical interns gain flexibility, creativity, begin to understand individual and social differences and commonalities, 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/clinical 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 the Clinical II experience, 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 clinical practice 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'/clinical 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/clinical interns into the schools or school districts where their family members are working.

Calendar and Schedule

Student teachers/clinical interns are required to follow the school district's academic calendar not the College calendar. Usually, the spring clinical practice 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/clinical 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 student teachers/interns are absent from clinical practice, 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 clinical interns who have been absent more than two days. Student teachers/clinical interns should work collaboratively with their cooperating teachers when arranging for job interviews. Oftentimes job interviews will necessitate absence for the whole day. Clinical interns are reminded that they have a professional responsibility for the continuity of the classroom program once they have begun clinical practice. Student teachers/clinical interns are encouraged to schedule interviews in the early morning or after school whenever possible.

Withdrawal Procedure

If students wish to withdraw from the clinical practice experience, they must notify the department chair and subject area coordinator, and the STEP Office. Students who plan to re-enroll in the clinical practice experience at a later time must obtain approval of the program chair/subject area coordinator and re-apply to intern 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/clinical practice 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 clinical practice 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 clinical practice experience occurs. However, in certain MAT programs, upon approval of the chair/coordinator, some students may complete their clinical practice 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 clinical experience in the striking district are not permitted to be present at the school site.

During a strike, student teachers/clinical interns are held responsible for the following procedures:

1. Inform the host teacher and principal that student teachers/clinical 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 clinical intern when the strike has officially ended.
4. Promptly inform the college supervisor and the STEP Office of the date student teachers/clinical 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/intern in an action brought against the student teacher/clinical intern 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 clinical practice 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;
- 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 clinical practice it may become necessary for a teacher candidate to be transferred to another assignment or discontinue the candidate's clinical practice. The procedures for reassignment of a teacher candidate to another setting or discontinuing the intern 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 Clinical Practice Placement and Intervention

If a principal, school district superintendent, cooperating teacher or student teaching/clinical practice 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 teacher candidate. The team should include: the department chair or program coordinator, the clinical practice 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 clinical intern
 - b. a modification of the clinical intern's schedule
 - c. additional supervision
 - d. a remediation plan to address the clinical intern's performance
 - e. a change in placement or modification of the teacher candidate's length of clinical practice
 - 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 be recommended for certification.*
2. Remove the teacher candidate 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 clinical practice 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 Student Teaching Advisory Form and make copies for the supervisor, department chair or coordinator, and the STEP Office. The Student Teaching Advisory 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 4/20/11)***

Field Experience Injury or Accident Policy

In the event of an injury or accident involving the teacher candidate/clinical intern while participating in field experience at the schools/communities sites, the teacher candidate/clinical 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/clinical intern should request a copy of the report.**

Teacher candidate/clinical 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/clinical 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/>.

PROFESSIONAL DEVELOPMENT SCHOOL NETWORK DISTRICTS

- BORDENTOWN REGIONAL SCHOOL DISTRICT
- BURLINGTON COUNTY INSTITUTE OF TECHNOLOGY/BCSSSD
- CITY OF BURLINGTON PUBLIC 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
- KINGWOOD TOWNSHIP SCHOOL DISTRICT
- LAWRENCE TOWNSHIP SCHOOL DISTRICT
- MARIE KATZENBACH SCHOOL FOR THE DEAF
- MONTGOMERY TOWNSHIP SCHOOL DISTRICT
- PALMYRA PUBLIC SCHOOL DISTRICT
- PLUMSTED TOWNSHIP SCHOOL DISTRICT
- ROBBINSVILLE PUBLIC SCHOOLS
- SOUTH BRUNSWICK PUBLIC SCHOOL DISTRICT
- SOUTH HUNTERDON REGIONAL SCHOOL DISTRICT

PROFESSIONAL EDUCATION ORGANIZATIONS

AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION (AACTE)

 202-293-2450  <http://aacte.org>

AMERICAN CHEMICAL SOCIETY (ACS)

 202-872-4600  <http://www.acs.org>

AMERICAN EDUCATION RESEARCH ASSOCIATION (AERA)

 202-238-3200  <http://www.aera.net>


ASSOCIATION FOR CHILDHOOD EDUCATIONAL INTERNATIONAL (ACEI)

 202-372-9986  <http://www.acei.org>

ASSOCIATION FOR EDUCATIONAL COMMUNICATIONS & TECHNOLOGY (AECT)

 1-877-677-2328  <http://www.aect@aect.org>

ASSOCIATION FOR MIDDLE LEVEL EDUCATION (AMLE)

 800-528-6672  <http://www.amle.org>

ASSOCIATION FOR SCIENCE TEACHER EDUCATION (ASTE)

 715.838.0893  <http://www.theaste.org>

ASSOCIATION OF TEACHER EDUCATION (ATE)

 703-659-1708  <http://www.ate1.org>

COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (CAEP)

 218-739-3241  <http://www.caep@caep.org>

COUNCIL ON EDUCATION FOR THE DEAF (CED)

 unavailable  <http://www.councilondeafed.org>

COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

 888-232-7733  <http://service@cec.sped.org>

INTERNATIONAL LITERACY ASSOCIATION (ILA)

 800.336.732  <https://www.literacyworldwide.org>

NATIONAL ART EDUCATION ASSOCIATION (NAEA)

 800.299.832  <https://www.arteducators.org>

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN (NAEYC)

 800-424-2460  www.naeyc.org

NATIONAL ASSOCIATION FOR MUSIC EDUCATION (NAFME)

 800-336-3768  <https://nafme.org>

NATIONAL COUNCIL FOR SOCIAL STUDIES (NCSS)

 800-296-7840  <https://www.socialstudies.org>

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)

 217-328-3870  www.ncte.org


NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)

 800-235-7566  www.nctm.org

NATIONAL EDUCATION ASSOCIATION (NEA)

 202-822-7974  nea.org

NATIONAL SCIENCE TEACHERS ASSOCIATION (NSTA)

 703.243.7100  <http://www.nsta.org>

NEW JERSEY EDUCATION ASSOCIATION (NJEA)

 609-599-4561  <https://www.njea.org>

SOCIETY OF HEALTH & PHYSICAL EDUCATORS (SHAPE AMERICA)

 800-213-7193  www.shapeamerica.org



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.



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.

¹ Council of Chief State School Officers, April 2011 [1](#)

- *A collaborative professional culture improves teaching effectiveness.* We can no longer treat teaching as an isolated activity. When teachers collectively engage in participatory decisionmaking, designing lessons, using data, and examining student work, they are able to deliver more rigorous and relevant instruction.
- *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

Organization

The standards are now organized under four domains:

he 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.

Updated August 2014



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

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Deep content knowledge of discipline(s)	Standard 1: Subject Matter Knowledge	Standard 4: Content Knowledge	Creating learning experiences to make content accessible and meaningful for students
Understanding how children/adolescents develop and learn	Standard 2: Human Growth & Development	Standard 1: Learner Development	Recognizing how patterns of learning and development vary individually; designing and implementing appropriate learning experiences
Understanding practice of culturally responsive teaching	Standard 3: Diverse Learners	Standard 2: Learning Differences	Providing inclusive learning environments that enable each learner to meet high standards
Ability to do instructional planning and design and employ a variety of learning strategies to meet student needs	Standard 4: Instructional Planning and Strategies	Standard 7: Planning for Instruction Standard 8: Instructional Strategies	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

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Use of multiple assessment strategies to evaluate student learning and modify instruction for continuous development of students	Standard 5: Assessment	Standard 6: Assessment	<ul style="list-style-type: none"> • 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
Creation of a supportive, safe, and respectful learning environment	Standard 6: Learning Environment	Standard 3: Learning Environments	Collaboration with learners, families, and colleagues
Need to adapt instruction to accommodate special learning needs	Standard 7: Special Needs	Standard 2: Learning Differences	Understanding individual differences in a broader context, including attention to a learner's personal, family, and community experiences and cultural norms
Use of effective verbal, nonverbal, and written communication techniques and information literacy tools to foster inquiry, collaboration, and supportive interactions	Standard Eight: Communication	Standard Three: Learning Environments and Standard Ten: Leadership and Collaboration	<p>Demonstrating respect for cultural backgrounds and differing perspectives that learners bring to the learning environment</p> <p>Use of various communication strategies and technological tools to build local and global learning communities that engage learners, families and colleagues.</p>

Content of Standard	2004 Standards	2014 Standards	New Focus Areas in Updated Standards
Need for teachers to build relationships with parents, guardian, families and agencies to support students' learning and well-being.	Standard Nine: Collaboration and Partnerships	Standard Ten: Leadership and Collaboration	<ul style="list-style-type: none"> • 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.
Need for teachers to participate as active members of a professional learning community engaging a variety of learning opportunities	Standard Ten: Professional Development	Standard Nine: Professional Learning	<ul style="list-style-type: none"> • 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
Compliance with legal and ethical responsibilities and use of integrity and fairness to promote student success	Standard Eleven: Professional Responsibility	Standard Eleven: Ethical Practice	<ul style="list-style-type: none"> • 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

For More Information

View additional CCSSO resources:

[http://www.ccsso.org/Resources/Publications/IntASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/IntASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html).

Visit www.nj.gov/education/profdev/ or email TeachPD@doe.state.nj.us.

Updated August 2014

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 materials with a passing score in appropriate Praxis tests and verification of submission of the edTPA portfolio. Once all criteria are identified and met, the State issues** CEAS certificates 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.

**** As of May, 2015, paper certificates are no longer issued. All information about certificates is now available online at www.state.nj.us/education including certificate name, certificate ID#, date of issue, and expiration date if applicable.**

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 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 a part of the New Jersey Administrative Code, N.J.A.C. 6A: 9, 9A, 9B and 9C. The code is a document on public record and is available at www.state.nj.us/njdcd/code.

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 College of New Jersey
P.O. Box 7718
Ewing, NJ 08618-0178
www.tcnj.edu/~educat

	609-771-xxxx		
School of Education, Office of the Dean	School of Ed.	Extension	Fax
Dr. Suzanne McCotter, Dean mccotters@tcnj.edu	102D	3177	609-637-5117
Ms. Delsia Fleming, Assistant Dean dfleming@tcnj.edu	102B	3024	" "
Ms. Josephine Miller, Program Assistant jmiller@tcnj.edu	102A	2348	" "
STEP Office (Support for Teacher Education Programs)			
Dr. Lynn M. Booth, Director Boothl1@tcnj.edu	108C	2327	609-637-5196
Ms. Virginia Brown, Assistant Director for Student Teaching/Global Student Teaching vbrown@tcnj.edu	108A	2116	" "
Ms. Victoria Allen-Edwards, Assistant Director For Student Teaching vedwards@tcnj.edu	108B	2528	" "
Ms. Kathleen DiAntonio, Assistant to the Director diantonk@tcnj.edu	108	2408	" "
Certification Office			
Certification Director (TBA)	106A	2318	609-637-5124
Ms. Jennifer Pirone, Certification Assistant pironej@tcnj.edu	106	2396	
Counselor Education			
Dr. Atsuko Seto, Chairperson seto@tcnj.edu	201	2478	609-637-5166
Educational Administration & Secondary Education			
Dr. Colette Gosselin, Chairperson gosselin@tcnj.edu	202H	2967	609-637-5197
Dr. Colette Gosselin & Dr. Maureen Connolly*	202H/202B	2967/3396	" "
Dr. Colette Gosselin & Dr. Brian Girard**	202H/202G	2967/2328	" "
Undergrad Coordinators:			
Dr. Brian Girard girardb@tcnj.edu	202G	2328	" "
Dr. Maureen Connolly, MAT Coordinator connollm@tcnj.edu	202B	3396	" "
Dr. Donald Leake, Coordinator for Educational Leadership leake@tcnj.edu	202	2229	" "

***Fall, 2017 Semester only**

****on leave F17**

Elementary/Early Childhood Education

Dr. James Beyers, Chairperson beyers@tcnj.edu	300A	2252	609-637-5197
Dr. Anthony Conte, Student Teaching Coordinator contea@tcnj.edu	302C	2911	" "
Dr. Arti Joshi, MAT Coordinator ajoshi@tcnj.edu	300E	2219	" "

Special Education, Language & Literacy

Dr. Barbara Strassman, Co-Chairperson strassma@tcnj.edu	311E	2805	609-637-5172
Dr. Shridevi Rao, Co-Chairperson raos@tcnj.edu	312A	2781	" "
Dr. Amy Dell, MAT Coordinator dellamy@tcnj.edu	311E	2209	" "
Dr. Helene Anthony, Undergraduate Coordinator anthonyh@tcnj.edu	311	2992	" "
Dr. Nadya Pancsofar, Undergraduate Coordinator pancsofa@tcnj.edu	311	3150	" "
Dr. Barbara Strassman, Deaf & Hard of Hearing Coordinator strassma@tcnj.edu	311E	2805	" "
Dr. Matthew Hall, Reading Coordinator hallm@tcnj.edu	311	2146	" "
Dr. Yiqiang Wu, TESL Coordinator wuyiqian@tcnj.edu	311	2808	" "

ADDITIONAL DEPARTMENTS OFFERING TEACHER EDUCATION PROGRAMS**Art/Art History**

Dr. Anita Allyn, Chairperson allyn@tcnj.edu	AIMM 304	2654	609-637-5193
Dr. Lisa LaJevic, Art Education Coordinator lajevic@tcnj.edu	326	2600	" "

Biology

Dr. Keith Pecor, Chairperson pecor@tcnj.edu	Biology Bldg. 204	2460	609-637-5118
Dr. Matthew Wund Biology Education Coordinator wundm@tcnj.edu	119	2897	" "

Chemistry

Dr. Stephanie Sen, Chairperson sen@tcnj.edu	Science Complex-Chemistry C108	3287	609-637-5157
Mark Brescia, Scientific Instruction Coordinator bresciam@tcnj.edu	C108	3485	" "

English

Dr. Glenn Steinberg, Chairperson gsteinbe@tcnj.edu	Bliss Hall 128	2106	609-637-5112
Dr. Emily Meixner, Secondary Education Coordinator meixner@tcnj.edu	217	2686	" "
Dr. Lisa Ortiz-Vilarelle, MAT Coordinator	130/229	3231/3086	" "

Health & Physical Education

Dr. Anne Farrell, Chairperson afarrell@tcnj.edu	Packer Hall 216	3034	609-637-5153
Noah Beller, HES Internship Coordinator beller2@tcnj.edu	216	2287	" "

Graduate & Advancing Education

Ms. Susan Hydro, Director berksus@tcnj.edu	Trenton Hall 107	2997	609/637-5105
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History

Dr. Cynthia Paces, Chairperson	Social Sciences Bldg. SS 205A	2742	609/637-5176
Dr. Michael Marino, Coordinator marino@tcnj.edu	SS 202	2208	" "

Mathematics & Statistics

Dr. Thomas Hagedorn, Chairperson
hagedorn@tcnj.edu

Dr. Cathy Liebars, Associate Chair &
liebars@tcnj.edu

Science Complex

SCP 233 3053

609-637-5183

SCP 234 3 3043

" "

Music

Dr. John Leonard, Chairperson
leonardj@tcnj.edu

Music Bldg.

250 2550

609-637-5182

Dr. Colleen Sears, Coordinator of Music
Education colleen.sears@tcnj.edu

212 2758

" "

Physics

Dr. David McGee, Chairperson
mcgeed@tcnj.edu

Science Complex

P137 2556

609-637-5109

Dr. Nathan Magee, Student Teaching
Coordinator magee@tcnj.edu

P112 2924

" "

Integrative STEM Education

Dr. Matthew Cathell, Chairperson
cathell@tcnj.edu

Armstrong Hall

181 2776

609-637-5135

Dr. Henry Harms, Student Teaching
Coordinator, harms@tcnj.edu

181 3479

" "

World Languages & Cultures

Dr. Joseph Goebel, Chairperson & Student
Teaching Coordinator
goebel@tcnj.edu

Bliss Hall

330 3410

609-637-5139

College Administrative Offices

Student Accounts

119 Green Hall

2172

609-637-5180

Career Center

102 Roscoe West Hall

2161

609-637-5123

Student Counseling &
Psychological Services

107 Eickhoff Hall

2247

609-637-5131

Student Financial Assistance

101 Green Hall

2211

609-637-5154

Student Health Services

107 Eickhoff Hall

2483

609-637-5131

Records & Registration

112 Green Hall

2141

609-637-5184

Residential Education & Housing

114 Eickhoff Hall

3455

609-637-5165