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SCHOOL OF EDUCATION

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## Table of Contents

STUDENT TEACHING HANDBOOK ................................................................. i

MISSION STATEMENT .................................................................................. 1
   School of Education Conceptual Framework ........................................... 1
   Candidate Proficiencies ........................................................................... 1

INTRODUCTION ............................................................................................. 3
   The Teacher Candidate’s Role ................................................................. 3
   The Clinical Faculty’s Role ....................................................................... 4
   The Cooperating Teacher’s Role ............................................................. 4
   The Team ................................................................................................... 4

TO THE TEACHER CANDIDATE ................................................................ 5

SYLLABUS ..................................................................................................... 6
   Course Description ................................................................................... 6
   Course Objectives .................................................................................... 6
   Relationship to the School of Education Conceptual Framework ............. 7
   Learner Outcomes/Assessment ................................................................. 8
   Instructional Procedures .......................................................................... 9
   Weekly Sequence for Student Teaching .................................................. 9
   Course Requirements .............................................................................. 12
   Course Evaluation ................................................................................... 12
   Student Teaching Teacher Work Sample ................................................. 12
   Classroom Lesson Planning and Teaching ............................................. 17
   Weekly Reflections .................................................................................. 18
   Required Seminars .................................................................................. 21
   Attendance ............................................................................................... 21
   Online Dialoguing on eCampus ............................................................... 22
   Student Teaching Notebook ..................................................................... 22
   Electronic Professional Portfolio - Foliotek ............................................. 23
   Praxis II ..................................................................................................... 23
   Professionalism ....................................................................................... 23

Student Teaching Policies and Procedures ................................................. 24
   Chain of Command for Difficulties ......................................................... 24
   Withdrawal ............................................................................................... 24
   Substitute Teaching .................................................................................. 24
APPENDICES

Appendix A: Schedule for Clinical Faculty
Appendix B: NJ Administrative Code 6A:9A-3.2 and 6A:9A-3.3
Appendix C: Lesson Plan
Appendix D: Clinical Faculty Observation Report
Appendix D1: Clinical Faculty Effectiveness Guidelines
Appendix E: Student Teaching Midterm Evaluation
Appendix F: Student Teaching Final Evaluation (General)
Appendix G: Teacher Work Sample Evaluation
Appendix H: Student Teaching Attendance Record
Appendix J: Payment for Contracted and Professional Services
Appendix K: Cooperating Teacher Progress Assessment Week #5
Appendix L: Cooperating Teacher Progress Assessment Week #12
Appendix S: Signature Page
Appendix W: Teacher Candidate Video Critique
Appendix X: Clinical Faculty Video Critique
The School of Education’s mission is to be a leader in the preparation of highly competent, reflective teachers, and other professional educators (e.g., administrators, counselors, and reading specialists) who have the knowledge, 21st-century skills, and dispositions required to improve the teaching and learning of students in a highly pluralistic democratic society. Toward this end, our candidates are prepared to serve all students from diverse backgrounds in terms of abilities, age, culture, race, ethnicity, family, lifestyle, and socioeconomic status.

Through clinically based field experiences in a wide range of local school and community settings, our candidates practice and demonstrate the utilization of 21st-century skills in their work with students, teachers, and school leaders. Our goal is that candidates use their research-based knowledge of learners and learning to promote positive student outcomes and achievement. Our programs link theory and practice and are designed to instill a commitment to lifelong learning and reflection.

School of Education Conceptual Framework

Candidate Proficiencies

All School of Education credential programs have been aligned with Specialized Professional Association (SPA) standards and the following list of candidate proficiencies are aligned with the New Jersey Professional Teaching Standards. Initial and advanced programs in the School are designed to ensure candidates develop the following professional knowledge, skills, and competencies.

1. Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.
2. Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.

3. Demonstrate an understanding of the principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.

4. Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.

5. Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.

6. Demonstrate an understanding of the general goals and professional standards of one’s professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.

7. Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to, print; non-print; and technological tools to promote student learning.

8. Utilize effective communication skills in the classroom/professional practice including verbal and non-verbal techniques, technology, and the media.

9. Demonstrate an understanding of assessment as an on-going process and utilize multiple forms of assessment that are age-and level-appropriate by implementing purposeful measures that are aligned with standards and established learner outcomes.

10. Analyze and reflect on the results of assessments to:
   - evaluate students' strengths and weaknesses;
   - make decisions regarding future teaching/practice;
   - communicate the results of performance to all stakeholders;
   - provide opportunity for discussion with the community members, including families and professionals, to support student learning.

11. Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.

12. Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self-reflection on instructional/professional practice, and learning/growth in the people they serve.
Student teaching at Monmouth University is a comprehensive experience. It provides linkage between the research and theory-based instruction of the university teacher preparation program, the world of pedagogical decision-making, and classroom teacher implementation. The vision of this program, which is linked to the New Jersey Professional Standards for Teachers (NJPST), the New Jersey Core Curriculum Content Standards (NJCCCS), the Common Core State Standards (CCSS) and the Specialty Professional Association (SPA) Standards for each discipline, is for each candidate to develop the knowledge, skills, and dispositions necessary to have a positive effect on student learning. Student teaching is designed to further improve the candidate’s ability to use 21st century skills which include communication, collaboration, creativity, and critical thinking and the integration of technology in their teaching to positively improve K-12 student learning and engagement.

Student teaching provides an opportunity for teacher candidates to practice and refine their knowledge and skills under the supervision and guidance of exceptional master teachers, (cooperating teachers), and Monmouth University Clinical Faculty who have dedicated their careers to education and a lifetime of student learning.

The Teacher Candidate’s Role
The teacher candidate begins this experience by collaborative-teaching with the classroom teacher and progresses to the point where he/she assumes a full-time teaching load, usually by mid-semester. During the student teaching experience teacher candidates also create and implement a Teacher Work Sample (TWS), a unit that focuses on a seamless assessment-instructional cycle with reflective analysis of P-12 student achievement and recommendations for improving instruction for all learners.

The teacher candidate, in addition to accepting the teaching duties and responsibilities of the classroom teacher, should create a warm, accepting, caring relationship with the assigned pupils. The teacher candidate should establish control of the classroom situations, through the development of mutual understanding, respect, and a classroom environment that promotes continual collaboration and student engagement. Each teacher candidate is held accountable for the responsibilities outlined in the student teaching handbook.

The formal observations and evaluations conducted by the clinical faculty provide knowledgeable feedback to assist the teacher candidate in goal setting and continued development. A copy of each completed form is kept on file.
The Clinical Faculty’s Role

The clinical faculty is a qualified mentor whose critique and guidance assist the teacher candidate in achieving the course goals and learner outcomes. In this capacity, the clinical faculty visits the teacher candidate a minimum of six (6) times during the semester to review lesson plans, monitor the use of the New Jersey Core Curriculum Content Standards (NJCCCS), the Common Core State Standards (CCSS), the New Jersey Professional Standards (NJPST), and the Specialty Professional Association Standards (SPA), observe the student while teaching and performing other related activities and serves as a resource for the planning and implementation of the TWS. The clinical faculty member assists the teacher candidate in analyzing and evaluating their effect on student learning and his/her growth in terms of instructional competencies and skills through individual conferences and written evaluations.

Clinical faculty collaborates with the cooperating teacher to provide support and guidance to the teacher candidate based on the results of his/her evaluations. Additionally, the clinical faculty should regularly discuss with the cooperating teacher the progress and status of the teacher candidate. The clinical faculty, in consultation with the cooperating teacher, is ultimately responsible for assigning a course grade to the teacher candidate.

The Cooperating Teacher’s Role

The cooperating teacher serves as a role model of the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards and the Common Core State Standards for the teacher candidate. The cooperating teacher shares the responsibility with the clinical faculty for helping the teacher candidate acquire and demonstrate the knowledge, skills and dispositions necessary to function as a successful classroom teacher that promotes and enhances P-12 student learning. The cooperating teacher provides continual help, guidance, modeling, conferencing, collaborative-teaching experiences, and encouragement for growth to the teacher candidate. Like the clinical faculty, the cooperating teacher has a coaching, supervisory and evaluative role and collaborates with the clinical faculty on midterm and final evaluation reports.

The Team

The teacher candidate, cooperating teacher and clinical faculty have a common goal - the successful development of a teaching professional. Potential problems and/or concerns should be addressed immediately, constructively and professionally.
TO THE TEACHER CANDIDATE

Congratulations! You are entering the final phase of the professional education program at Monmouth University. As a pre-service teacher, you have completed the course requirements and field experiences that provide the content knowledge and the pedagogical/professional skills you will need to be successful in your student teaching placement. Student teaching will provide you with an opportunity to practice, refine, and augment your knowledge in a supportive environment.

Keep the lines of communication open within your collaborative team which consists of your cooperating teacher, your clinical faculty, and the teacher candidate field placement director. You should use the eCampus Course Management System to communicate with fellow teacher candidates. You should actively participate in your assigned focus group throughout the semester. If you accept praise and suggestions for improvement in the spirit with which they are offered, you will develop and grow as a teaching professional. Student teaching will give you a chance to really understand our profession: the commitment, the excitement, and the rewards. Most important, be true to your newly assigned pupils. Teach them in a manner that engages and motivates them as well as promotes achievement.

We, at the University, are proud of your accomplishments! Teach with confidence and be prepared every day! Enjoy your student teaching experience. This is the beginning of a rewarding lifetime of dedicated service and personal fulfillment.
Course: Student Teaching  
9 Credits

Date: Fall 2015

Instructor: Patricia Heaney, Director of Field Placements

**Recommended Texts:**


**Course Description**

This full-time, full-semester (September 8th to December 14th) field experience in a school setting requires teacher candidates to observe, plan, instruct, and assess P-12 students collaborating with a cooperating teacher and university faculty. Candidates implement a Teacher Work Sample and analyze their instruction and the effect on student achievement. In addition, there are on-campus seminars and an online component. All aspects of the requirements are linked to the NJCCCS, the Common Core State Standards, the NJPST, and national Specialty Professional Organization standards.

**Prerequisite:** Completion of all other courses, passing of the PRAXIS II and other test requirements as applicable, and a minimum GPA of 3.0

**Course Objectives**

The course will provide opportunities for candidates to:

- demonstrate mastery of subject matter
- create environments that encourage positive student social interaction, self-motivation, and active engagement in learning.
- plan assessment and instruction linked to local, state, and national standards, based upon empirical research, learner outcomes, and the individual needs of all learners.
• communicate effectively to all learners
• analyze planning, teaching, and assessment for the purposes of positively affecting student learning
• self-reflect on their teaching and learning to inform their instructional decision making and professionalism
• dialogue with school personnel, other candidates, and clinical faculty

**Relationship to the School of Education Conceptual Framework**
The content and assessments of this course relate to the Conceptual Framework candidate proficiencies:

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<thead>
<tr>
<th>Demonstrate an understanding of the foundational knowledge of their discipline/professional field and apply this knowledge in their professional practice to enhance student performance.</th>
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<td>Make connections among and across various disciplinary perspectives and integrate knowledge of other disciplines into specific instructional/professional practice.</td>
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<td>Demonstrate an understanding of principles of human development and the importance of individual differences in learning at various developmental stages and use this knowledge to create a supportive learning environment.</td>
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<td>Develop a variety of instructional/professional strategies that are based on research-based best practices and promote student learning.</td>
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<td>Understand how various factors (e.g., social, political, economic, cultural, ethnic, linguistic, etc.) impact education, and use this knowledge to develop strategies to create equitable and inclusive educational learning environments that address the needs of diverse learners and promote educational equity.</td>
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<td>Demonstrate an understanding of the general goals and professional standards of one's professional field (e.g., counseling, educational leadership, teaching) and integrate these frameworks into planning and professional practice.</td>
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<td>Use professional standards and goals to evaluate, select, design, and adapt resources including, but not limited to print, non-print, and technological tools, to promote student learning.</td>
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<td>Utilize effective communication skills in the classroom/professional practice including verbal and nonverbal techniques, technology, and the media.</td>
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<td>Analyze and reflect on the results of assessments to 1) evaluate students’ strengths and weaknesses; 2) make decisions regarding future teaching/practice; 3) communicate the results of student performance to all stakeholders; and 4) provide opportunity for discussion with the community members, including families and other professionals, to support student learning.</td>
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<td>Develop dispositions that demonstrate a commitment to ethical standards and practices of the profession and act as advocates for students, colleagues, and members of the community to promote student learning and educational equity.</td>
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Engage in professional development opportunities and collaboration with all available partners that promote content knowledge proficiency, self-reflection on instructional/professional practice, and learning/growth in the people they serve.

**Learner Outcomes/Assessment**

As a result of this course candidates will:

- observe, reflect, and analyze lessons that focus on effective teaching strategies, differentiated instruction, the use of appropriate assessment to gauge student achievement, motivation and engagement, classroom environment, and the use of technology. (NJPST: 2, 5, 6, 7, 8)  
  *This will be assessed via the required classroom observations.*

- develop, select and implement instructional content, resources, and instructional strategies that are linked to the NJCCCS and the Common Core State Standards (CCSS). (NJPST: 4, 5, 7, 8)  
  *This will be assessed through lesson plans, clinical faculty observations, the Teacher Work Sample, and the student teaching notebook.*

- use strategies that promote successful, seamless transitions for all students including those with exceptional and diverse learning needs. (NJPST: 2, 7, 8)  
  *This will be assessed through lesson plans, clinical faculty observations, the Teacher Work Sample, and the student teaching notebook.*

- develop a unit that uses formative and summative assessment linked to instruction that includes reflection, analysis of student learning and recommendations for future teaching. (NJPST: 6)  
  *This will be assessed via the Teacher Work Sample and clinical faculty observations.*

- create and maintain records, report assessment results to all stakeholders using effective communication skills, evaluate instruction and monitor progress of all students including those with exceptional learning needs. (NJPST: 2, 6, 9, 10)  
  *This will be assessed through lesson plans, clinical faculty observations, the Teacher Work Sample, and the student teaching notebook.*

- integrate technology into the instructional process. (NJPST: 7, 8)  
  *This will be assessed through lesson plans, clinical faculty observations, the Teacher Work Sample, and the student teaching notebook.*

- use a variety of effective motivational, behavior management, social problem solving, and conflict resolution strategies consistent with the needs of the individual learners to create a classroom environment conducive to active engagement, social collaboration, and student self-reflection. (NJPST: 1, 2, 3)  
  *This will be assessed through clinical faculty observations.*

- analyze the effectiveness of teaching on student achievement and future goal setting. (NJPST: 6, 7)  
  *This will be assessed by clinical faculty observations, lesson plans, and the student teaching notebook.*
• demonstrate a high level of professionalism during all aspects of the school day. (NJPST: 9,10, 11)  
This will be assessed via clinical faculty observations.

**Instructional Procedures**

Procedures will include observation, planning, teaching, reflections, seminars, and online discussion.

**Weekly Sequence for Student Teaching**

It must be understood that student teaching is a full semester experience that requires additional time out of school to prepare lessons, mark papers, etc.

It is important for all teacher candidates to be cognizant that your cooperating teacher is responsible for the welfare of the class and must work with the learners after your student teaching experience has ended. As a guest of the district, you must adjust to the philosophy and practices of the school and the cooperating teacher.

The following weekly sequence is a guide for teacher candidates collaborative-teaching with the cooperating teachers. It should be modified based on the needs of the students, classroom, and school.

**WEEK 1:**

**Observation:** Some of the time spent in the classroom the first week will be in observation and getting acclimated to the classroom environment. Learn the names of students, school personnel, and classroom management techniques.

**Participation:** Begin to assume routine classroom duties, e.g., homeroom supervision, opening activities, attendance, lunch count; assist teacher in gathering instructional materials, work with students in small groups, large groups, or individually.

**Planning:** Review and discuss lesson plans developed by the cooperating teacher. Decide on a topic for your TWS and set dates for beginning to teach. Your TWS topic must be posted in the discussion area on eCampus no later than, **Friday, September 25, 2015.**

**Reflection & Discussion:** Discuss daily instructional program and particular happenings during each day.

**Submit:** The Schedule for Clinical Faculty form (Appendix A) to your clinical faculty member. This enables them to schedule visits to observe you. Submit week one reflection topic: Personal Vision Statement.
WEEK 2-3:  *Participation*: Continue to increase instructional, routine and supplemental teaching activities as well as small group, large group and individual instruction.

*Planning*: Continue preparation of TWS.

*Teaching*: Assume collaborative-teaching responsibilities with the cooperating teacher, as agreed upon by your cooperating teacher and clinical faculty. Create a lesson plan template in collaboration with the cooperating teacher using Appendix C ‘Lesson Plan’ (form can be downloaded from eCampus). Always use this template to develop appropriate lesson plans. Have copies available for the clinical faculty and cooperating teacher.

*Reflection & Discussion*: Reflect on how the classroom environment you have created supports student engagement and learning. Anticipate a visit by the clinical faculty. Think about your initial teaching experiences what has worked and what needs to work.


WEEK 4-8:  *Participation*: Plan for more instruction and collaborative-teaching, with the cooperating teacher.

*Planning*: Continue collaborating with the cooperating teacher.

*Teaching*: Gradually continue to assume responsibilities. Implement TWS. Schedule two observations with your Monmouth clinical faculty to observe your two week implementation of the TWS.

*Reflection & Discussion*: Think about the importance of collaboration and its impact on classroom practices. Think about the context of the class, school, and community. Identify a student with a particular need or challenge. Discuss the instructional program, specific assigned teaching responsibilities and particular daily happenings. Think about how you used formative assessments to inform instruction and develop your future lessons. Discuss what specific technology you used and how effective it was for student engagement and learning.

*WEEK 9-14 Participation: Assume full participation in all areas of teaching responsibility. Collaborative teaching schedule during your final week will be determined via consultation with the cooperating teacher and Monmouth Clinical Faculty and is concluded by the end of week 17.

Planning: By week 14 tie up all loose ends (e.g., teaching of units, recording of grades and other record keeping, returning of textbooks, library books and other instructional materials).

Reflection & Discussion: Reflect on planning with the ‘end in mind’ as it refers to establishing clear objectives and learner outcomes. Reflect on best practices observed. Reflect on parent interactions and opportunities you may have had to interact with parents. Discuss classroom environment issues. Reflect on what instructional plans and or interventions you have implemented to help your case study student. Think about your professional growth needs: areas of strength and areas that need additional development. Revisit your vision statement. Were your expectations realistic?


* Students assigned for split placements will begin their second placements on Monday, October 26, 2015. Students with split placements should discuss their teaching responsibilities with the cooperating teachers and the clinical faculty.
Course Requirements

Course Evaluation

Teacher Work Sample (written): 25%
Classroom lesson planning, teaching, and weekly reflections: 70%
Seminars: 5%

The clinical faculty will provide the following evaluation reports:

1. A midterm evaluation paralleling the summative evaluation criteria. (Appendix E) If successful completion of student teaching appears in jeopardy at mid-point, the Director of Field Placements will be informed by the clinical faculty.

2. A final evaluation reflecting growth, development and maturity during the total student teaching experience. (Appendix F) The clinical faculty and the cooperating teacher collaborate to determine the final grade.

Student Teaching Teacher Work Sample
(written component 25%)

During the student teaching semester, you will develop a Teacher Work Sample (TWS) for classroom use. As you have learned in your methods course(s), the TWS is an instructional unit that covers an important component of the New Jersey Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards.

TWS due date for submission to eCampus: **Friday, November 20, 2015**
(Dates of submission to Clinical Faculty determined individually.)

Each TWS includes three core elements, a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The TWS should be designed to meet the needs of all learners in a class, and address appropriate national and state curriculum standards. The TWS assessment for student teaching will address the following TWS elements: 1) Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment, 2) Design for Instruction/Instructional Decision Making; and, 3) Analysis of Student Learning/Reflection.

Before you begin to construct the TWS, you must look at the contextual factors regarding your students, classroom, school, and district (Weekly Reflection 2). You should analyze what you have gathered to plan the TWS (e.g., information on student learning needs, linguistic backgrounds, and curricular requirements).

The TWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment. The typical Student Teaching TWS
assignment covers a two (2) to six (6) week thematic unit of instruction, with at least five (5) lesson plans. You should restrict the length of your TWS assignment to a maximum of 20 pages (double spaced, size 12 font, excluding attachments).

The Student Teaching TWS assignment includes a narrative description of the three (3) assigned elements including the data collected. In addition, there are appendices for each element that include the assessment instruments and scoring guides, the assessment data gathered, and relevant artifacts (e.g., lesson plans, samples of student work). Teacher candidates will collaborate on a videotape critique with Cooperating Teacher and Clinical Faculty Supervisor on a video taken during a TWS lesson.

Note: The Monmouth University TWS has been adapted, in part, from the “Renaissance Partnership for Improving Teacher Quality Project” materials.

Writing the Teacher Work Sample Narrative for Student Teaching
The three (3) elements of a Teacher Work Sample to be assessed during student teaching are outlined below. A variety of example work samples for all grade levels, K-12, can be found on eCampus. All work samples should address the following basic elements.

I. Provide an overview of your unit including the following: Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment

TWS Standard: The teacher uses multiple assessment modes and approaches aligned with established learner outcomes to assess student learning before, during, and after instruction. Develop a clear concise rationale for the unit. Write learner outcomes linked to the Common Core State Standards (CCSS), New Jersey Core Curriculum Content Standards (NJCCCS), New Jersey Professional Standards for Teachers (NJPST), and National Standards (SPA).

Contextual Factors:
Provide information that you have gathered and analyzed to plan your TWS concerning the district, the school, the classroom, the students and one subgroup comprised of students of diversity that will be the focus of a comprehensive analysis. Contextual Factors must include but not be limited to:

- About the community: Average family income, average educational background
- About the district: District Factor Group (DFG), summary of student deployment, summary of district and school test scores, summary of free and reduced lunch data, racial composition of district and school
- About the classroom: gender composition and summary of special needs including English Language Learners (ELL).
Goal(s)
State Unit goal(s) as long term and the ideal.

Rationale
State a clear, concise Unit rationale that explains the importance of and the approach to the Unit. Be sure to include three things: real-world applications of the content, where this knowledge is required by the district Board of Education, and to what NJCCCS, CCSS, NJPST and SPA this content relates.

Learner Outcomes
Provide Unit learner outcomes written in measurable terms that are aligned with instruction and assessments.

Standards: Match appropriate standards (Cumulative Progress Indicator - CPI's) to each outcome.

Assessment Plan
Provide a description of the Unit assessment plan that explains the purpose, identifies activities that serve as pre-assessment, formative assessment, and summative assessment and alignment with the learner outcomes, and incorporates varied instructional strategies and differentiated instruction. In addition, clearly explain how the assessments meet the needs of all learners through accommodations/ adaptations/ modifications.

Appendix I include the following:
- Anecdotal records (concise notations regarding student progress based on observation in the classroom prior to and during Unit instruction) of learner progress
- Copy of the School Report card
- Copy of appropriate pages from district curriculum

II. Provide an overview of your Design for Instruction [approx. 3-5 pgs.]

TWS Standard: The teacher designs instruction for specific learner outcomes, student characteristics and needs, and learning contexts. He or she also makes instructional decisions based on constant analysis of student learning.

Include the following:
- Unit title
- Number of lessons
- Narrative overview of unit as related to learner outcomes, standards, and assessment.
- Procedural description of lessons including activities emphasizing choice of instruction strategies relating these choices to the contextual factors, materials, and differentiated instructional strategies and addressing standards, learner outcomes.
Lesson plans reflecting activities and materials challenging to all learners (actual lesson plans will be part of TWS Appendix II)
Differentiated instructional strategies
Accommodations/adaptations/modifications for all learners including those with diversity
Integration of technology in lessons as appropriate for learners
Information to families and family involvement.

Appendix II include the following:
- All unit lesson plans, activities, handouts etc.
- Assessments that provide tasks, directions, and rubrics/scoring guides for each lesson as appropriate

III. Provide a summary of Assessment results: Description of Assessments with Analysis of Student Learning and Reflection [approx. 3-6 pgs.]

TWS Standard: The teacher uses assessment data to profile student learning, communicate information about student progress and achievement, and reflect on teaching and student learning to improve current and future teaching practices.

Include the following

Analysis:
- Assessment of learners’ prior knowledge (pre-assessment)
- The pre and post assessment data analyzed for the whole group, individuals, and at least one subgroup which is comprised of the diverse students
- Analysis of all assessments results for whole group, individuals and at least one subgroup which is comprised of the diverse students
- Documentation of all student learning from all assessment tasks
- Analysis of the effectiveness of various types of differentiated instruction employed in lessons

Reflection:
- Interpretation of the results of analyses and reflection on what worked, what did not work, and why things happened the way they did
- Identification of what changes should be made in the future based on an analysis of student learning
- Identification of two or more professional teaching standards and two dispositions in which you would like to improve and give a rationale for each
- Implications for future instruction and professional development based on your analysis

Appendix III include the following:
- Table, chart or graph reflecting pre – post assessment data
• Student work (optional).

Relationship between the Narratives and their Corresponding Appendices

► **Narrative:** Each of the three (3) required basic elements will be labeled as sections I-III, respectively

► **Corresponding Appendices:** Each of the three (3) required elements will have a corresponding appendix labeled Appendix I – Appendix III (these will be attached at the end of the document)

► The appendices are designed to provide supporting data for each of the three corresponding elements I-III. The appendices contain information you have gathered and used to assist in the preparation of your TWS narrative

Format for Preparation and Submission of the TWS

**Cover Page:**
- Your name
- Area of certification
- Date submitted
- Grade level taught
- Subject taught
- Your university
- Course number and title

**Table of Contents:**
- List the three required elements and relevant Appendices in your Student Teaching TWS document
- Include the reference list between the Narrative and the Appendices
- Number all pages consecutively

**Narrative Length:**
A suggested page length for each element in your TWS narrative has been provided. You have some flexibility of length across elements, but the total length of your written narrative (excluding all appendices and the reference list) should not exceed twenty (20) double-spaced word-processed pages, which uses a 12 point font with one inch margins.

**Appendices:**
All Required Components (Appendix I, II, and III)

**Optional Components ~~**
You may want to provide additional documents such as student work. Be selective and make sure these provide clear and concise evidence of your performance related to TWS standards and your students’ learning progress.

Unit Length:
The TWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans.

Syntax, Grammar, Spelling, Proofreading:
The TWS must contain correct sentence structure, grammar, and be free of spelling and punctuation errors. Please make certain that you have thoroughly proofread the entire TWS before it is submitted.

References:
The format to be used is: *American Psychological Association (APA) Publication Manual*, Sixth Edition; reference list belongs between the Narrative and the Appendices.

Anonymity:
In order to insure the anonymity of learners in your class, do not include any learner names or identification in any part of your TWS.

Self-Evaluation of Scoring Guide:
When you submit your TWS, it must include a self-evaluation of your performance on the scoring guide. Include a rationale for your choice of not met, met, or target based on your TWS data and relevant feedback including your videotape critique (Appendix W).

**Classroom Lesson Planning and Teaching**
70%: *(Teaching of two (2) TWS lessons and three other lessons 12% each = 60% and Weekly reflections 10%)*

You will be required to develop lesson plans (see lesson plan form, Appendix C) for the lessons that you teach. Each lesson plan must include all specified components and end with your reflections: strengths and weaknesses of the lesson; your analysis of your teaching; the effect your teaching had on student learning; what changes you would make for the next lesson; which NJPST dispositions you should target and why, and what goals you set for your own professional development.

All lesson plans must be prepared in advance and provided for the cooperating teacher.
Your clinical faculty member will be observing you five times. Two of the observations will center on lessons during the implementation of the Teacher Work Sample. The three other lessons will be determined by you, the cooperating teacher, and the clinical faculty. One of the lessons must include the use of technology. One lesson must be videotaped.

Each observation will focus on the essential elements of effective practice and offer constructive criticism of the candidate’s teaching. The lessons will be evaluated on the following: learner outcomes linked to local, state, and national standards; procedures (instruction and assessment linked to learner outcomes); modifications and accommodations for all learners including those with cultural diversity and disabilities; use of appropriate materials; and, integration of technology.

**Weekly Reflections**

Your reflections must be sent electronically to your clinical faculty weekly. You must include your goals for the next step based on your experience and reflection. You must also include which disposition you need to work on and why you chose it. The reflection must end with a specific goal for your future professional development, based on your reflection about teaching and learning.

| Week 1 | **Personal vision statement** - *Who are you? What is your vision?*

Research and practice indicate that it is important for teachers to develop a clear picture of themselves as professional educators that includes their perspectives on education. The process of developing a professional identity based on one’s core values and beliefs is related to our “vision”. The beliefs that make up our vision drive our practice. It is within our vision that we derive our passion, motivation, and commitment. In short, vision gives meaning and purpose to our work, and it is essential to a teacher’s effectiveness. As you develop your personal vision statement, consider the following:

Envision your ideal classroom. Imagine a visitor walking into your classroom. As she looks around the room, what does she hear and see? What are you doing? Why? What are your students doing in this ideal classroom? Why? What are the social interactions between you and the students? What kinds of things are your students learning?

Also, reflect on the following questions as you shape and refine your vision:

- Why did you choose to become a teacher?
- What is your particular gift to your students?
- What is the purpose of schooling?
- What is the relationship between what goes on in your classroom and your perception of yourself as a teacher?

| Week 2 | **Reflect on the impact of classroom environment on learning**

- How does the classroom environment you have created support student engagement and learning?
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Reflect on your initial collaborative-teaching experiences ~ what has worked and what needs work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>When you have your own classroom, what would you do differently?</td>
</tr>
<tr>
<td></td>
<td>How did you assess that the students learned what you taught?</td>
</tr>
<tr>
<td></td>
<td>What would you do differently next time?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reflect on the importance of collaboration</td>
</tr>
<tr>
<td></td>
<td>How do the teachers in your school interact with each other?</td>
</tr>
<tr>
<td></td>
<td>What impact does it have on classroom practices?</td>
</tr>
<tr>
<td></td>
<td>Has your collaboration had a positive effect on student learning? Please explain.</td>
</tr>
<tr>
<td></td>
<td>How has your experience with collaboration (with your cooperating teacher and with other teachers in the school) influenced your professional growth?</td>
</tr>
<tr>
<td>Week 5</td>
<td>Case study ~ identify a student with a particular need/challenge</td>
</tr>
<tr>
<td></td>
<td>What are the needs/challenges?</td>
</tr>
<tr>
<td></td>
<td>What are the causes?</td>
</tr>
<tr>
<td></td>
<td>What can you do to help this student that will positively affect his/her learning?</td>
</tr>
<tr>
<td></td>
<td>How can you identify if and what the student has learned?</td>
</tr>
<tr>
<td>Week 6</td>
<td>Community/school context</td>
</tr>
<tr>
<td></td>
<td>Reflect on the relevant contextual information regarding the school in which you are student teaching (student learning needs, linguistic backgrounds, related demographics, etc.). How will these contextual factors impact your planning and teaching?</td>
</tr>
<tr>
<td></td>
<td>You may use this as the basis for the “Context for Learning” for your TWS Element “I” since you will need to use the relevant information on the needs of school and students for your planning and instruction.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Reflect on the multiple assessment modes used during your student teaching</td>
</tr>
<tr>
<td></td>
<td>Specifically, describe how you used formative assessment to inform instruction and develop your future lessons. Give some examples.</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reflect on your use of technology to support teaching and learning</td>
</tr>
<tr>
<td></td>
<td>What specific technology did you use and how effective was it for student engagement and learning?</td>
</tr>
<tr>
<td></td>
<td>What technology do you need to learn for future teaching?</td>
</tr>
<tr>
<td>Week 9</td>
<td>Reflect on planning with the “end in mind”</td>
</tr>
<tr>
<td></td>
<td>Planning with the “end in mind” refers to establishing clear objectives and learner outcomes before you engage students in learning experiences and activities. Students should be aware of what you expect them to know and understand at the end of the lesson and what will be accepted as evidence of their knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Reflect on a lesson you taught where you were successful in creating and sharing clear student outcomes. Also, reflect on a lesson where this was</td>
</tr>
</tbody>
</table>
not the case. Discuss the differences in the lessons and how the students acted or reacted in each lesson.

| Week 10 | **Reflect on “best practices” observed** ~ i.e., use of professional learning community; learning centers; multiple intelligences; cooperative learning; aligning assessment to instruction and academic achievement; classroom environment conductive to learning; differentiated instructional practices  
- Why do you consider this a “best practice”?  
- Would you consider adapting this practice for your classroom teaching situation?  
- How and when might you use it?  
- How will it lead to enhanced student learning? |
|---|---|
| Week 11 | **Family involvement** ~ Reflect on parent interactions: parent/teacher conferences, parent phone calls, parent meetings, back-to-school night, and any other opportunity you may have had to interact with a parent or parents  
- How have you conveyed information to the parents about teaching strategies and student learning? (i.e., newsletters, class websites, blogs)  
- How has your interaction with the parents impacted on your understanding of your students and ultimately on your teaching?  
- Reflect upon your interactions (if any) with parents whose first language is not English and parents of different cultural or racial backgrounds |
| Week 12 | **Reflect on classroom environment issues experienced during your student teaching**  
- Off-task behavior  
- Disruptive behavior  
- What have you learned about your style of teaching and its relationship to classroom environment?  
- What have you learned about the relationship between student engagement and classroom environment? |
| Week 13 | **Reflect on your case study student and his/her progress**  
- How is he/she doing?  
- What instructional plans and/or interventions have you implemented to help this student?  
- What more can be done?  
- What insights about student learning have you gained from this experience? |
| Week 14 | **Reflect on your professional growth needs**  
- Sample Professional Growth Plan  
  - What New Jersey Professional Standard(s) for Teachers will you address?  
  - What are your challenges in this area? What is your goal?  
  - What professional activities will you engage in to facilitate your learning in this area? |
|  | ▪ How will increasing your capacity in this area impact student learning? How will you know?  
  ▪ What resources would be helpful in achieving your goal?  
  ▪ Define/refine need: what are your areas of strength? What are the areas that need additional development? |

**Revisit your vision statement**
- Based on your teaching experience, are your expectations realistic?
- Self-access where you are now and where you want to be
- How do you move closer to the ideal you envisioned?
- What have you learned about yourself as a teacher during this experience?
- What will you do differently when you have your own class?

### Required Seminars (5%)
You are required to attend several seminars during the student teaching experience.

- **Orientation:** Student teaching requirements will be clarified, and an opportunity will be provided for the teacher candidates to meet with the clinical faculty at the first seminar.
- **Focus groups:** Five (5) meetings will be scheduled (schedules will be provided).
- **Classroom Environment and Anti-bullying**
- **Interviewing Seminar**
- **Certification:** A final seminar is scheduled at the end of the student teaching experience for certification processing.

**Your final grade will be lowered if you do not attend the required seminars.**

### Attendance
**Fall 2015:** Student teaching begins on **Tuesday, September 8, 2015**, and ends on **Monday, December 14, 2015**. You are required to adhere to the school district calendar and attend each day during the course of student teaching.

You must complete the full semester experience. In case of an emergency, always notify the cooperating teacher, the school office, and the clinical faculty the prior day or by 7:30 am. Absence of more than one day may require medical diagnosis/explanation and absence of three (3) days or more will require documentation from your medical doctor. This documentation must be attached to your attendance sheet for your clinical faculty’s review.

You are required to make up any absence in excess of three (3) days at the end of the semester. Permission will not be granted to leave the assignment early. No exceptions will be made to this state administrative code mandate. **Your final grade will be lowered if you do not adhere to the attendance policy.**

You are required to maintain an attendance record for the semester (Appendix H). This form must be initialed weekly by your cooperating teacher and signed
by both your clinical faculty and cooperating teacher at the end of the semester. You will be required to bring the signed Attendance form with you to the **Certification Meeting** on **Monday, December 14, 2015**.

**Online Dialoguing on eCampus**
You are required to log onto the eCampus site for student teaching on a weekly basis. eCampus is Monmouth University’s online/electronic learning environment, powered by Desire2Learn. Ongoing communication with university personnel, as well as with other teacher candidates, will be maintained, and assignments may be presented and reviewed via the eCampus Course Management System site. Important announcements are listed on the Homepage. Check the calendar for upcoming events! A response to the TWS topic question must be posted in the discussion area no later than, **Friday, September 25, 2015**.

Quick Start Steps:
1. Access the Internet
2. Open your browser
3. [http://ecampus.monmouth.edu](http://ecampus.monmouth.edu) Press enter
4. Login with your Username (student ID #) and Password (email password)
5. Click on the course
6. Logout when done

Forgot your Password?
Email your request to [ecampus.support@monmouth.edu](mailto:ecampus.support@monmouth.edu) or call the Monmouth University Help Desk at 732-571-3539.

**Student Teaching Notebook**
You are required to develop a notebook during your student teaching experience that will be reviewed at each formal observation by the clinical faculty. Your final grade will be lowered if you do not complete your student teaching notebook.

Many of the components of the notebook can also be uploaded to the electronic portfolio to assist with job interviews and future lesson planning.

**Notebook Guidelines:** The notebook should be a three inch, three-ringed binder large enough to secure standard notebook paper. The notebook must include dividers that are clearly labeled, using the following headings and organized in the following order:

- SCHOOL CALENDAR AND CLASS SCHEDULES
- LESSON PLANS WITH SELF-EVALUATIONS (Include copies of materials developed and used)
- CLINICAL FACULTY OBSERVATION REPORT AND CONFERENCE SUMMARIES
- TEACHER WORK SAMPLE (TWS)
- WEEKLY REFLECTIONS
- PHOTO SECTION ~ follow school district permission guidelines
Other materials may be included in the notebook. They should be placed behind the above sections.

**Electronic Professional Portfolio - Foliotek**
The School of Education requires that all undergraduate and graduate students develop an electronic portfolio. **You are required to upload core assessments (Praxis, Teacher Work Sample & Final Evaluation) for your program during student teaching.**

**Praxis II**
Prior to student teaching, all Monmouth University students must provide official documentation of a passing score on the required PRAXIS II exams. The official documentation of the passing score is required in order for you to receive a grade for student teaching and be recommended for graduation and state licensure.

**Professionalism**
All Monmouth University School of Education students must maintain a mature, professional attitude and appearance which includes dressing appropriately and professionally at all times. Your final grade will be lowered if your clinical faculty, cooperating teacher and Director of Field Placements feel you are unprofessional at any time. **Please refer to the NJPTS (the third column labeled Critical Dispositions).**

You need to be aware of the safeguards we must all take when using social media/networking/voicemails/emails. Make certain that your page is totally private. Even with the privacy settings on you should not have any pictures that an administrator, cooperating teacher, staff member, parent, or student might find inappropriate. You must also be careful in the postings you make to others, being sure that they can’t be misconstrued as unsuitable for a public servant.

You must maintain a professional, collaborative demeanor in all matters pertaining to your students, cooperating teacher(s), clinical faculty, parents, and members of the district administration and staff. You are a guest in the school setting. You must avoid criticism of the cooperating teacher, other teachers, pupils, the school, or community. Do not discuss school matters outside of the school context.

You must meet expectations regarding attendance, punctuality, assumption of responsibility, and initiative. It is imperative that you are supervised by professional staff while at your placement site. This applies to all before and after school hours.

You must be willing to accept constructive criticism and suggestions to assist you in your professional growth and demonstrate an ability to respond in a mature and professional manner. All district equipment (copier, laminators, computers,
etc.) paper (copy, color, etc.) and supplies are not to be used for personal use at any time.

Student teaching requires a great deal of time and must be every teacher candidate’s first and foremost priority. You must insure that personal obligations will not interfere with your commitment to the successful completion of the student teaching experience.

**Student Teaching Policies and Procedures**

**Chain of Command for Difficulties**
If you experience any difficulties during your student teaching placement, you should consult the following personnel for assistance and resolution of problems or concerns:

1. Cooperating Teacher and Clinical Faculty
2. If any problems arise that the teacher candidate and the cooperating teacher cannot resolve, the clinical faculty must be contacted; a site visitation will be arranged
3. School of Education Director of Field Placements
4. School of Education Advisor
5. School of Education Department Chair
6. School of Education Interim Dean

**Withdrawal**
The last date to withdraw from student teaching with a W grade is **Thursday, November 5, 2015**.

If, for some reason, you are unable to meet the performance standards of student teaching or realize that you do not wish to pursue a career in teaching, it may be in your best interest to withdraw from student teaching.

A decision to discontinue or terminate the student teaching experience has consequences and should be discussed in joint conference with the Clinical Faculty, the Director of Field Placements, and your School of Education Advisor.

A student may initiate a withdrawal from the student teaching experience and may be permitted to reapply for student teaching in the future. If the teacher candidate decides to withdraw, he/she must follow University procedures for withdrawal within the specified timelines.

In the event that a student teacher is removed from a placement, the student teacher may be assigned to a second placement during the same semester, assigned to a second placement during a future term, or referred to other University personnel to discuss other possible options. In some individual cases, dismissal from the program may be necessary. This will be decided on a case-by-case basis.

All written communications from a student teacher are subject to review by the cooperating teacher, clinical faculty, placement administration, university faculty and university administration.

**Substitute Teaching**
Monmouth University does not permit a student to be used as a substitute teacher while completing his/her student teaching experience. When a cooperating teacher is absent, it is expected that the school/district will hire a substitute teacher.
Absence of Cooperating Teacher
In the event the cooperating teacher is unable to perform the supervisory function, the teacher candidate may be reassigned. The building principal, clinical faculty and the Director of Field Placements will determine whether the student will be reassigned in the same school or moved to another setting. In accordance with N.J.A.C. 6A:9A-3.2 (see Appendix B).

Thank You Letters
Your cooperating teacher has been your mentor during your student teaching experience. Please make sure you send a thank you letter to him/her and any other staff members that have helped make your experience a positive one.

State of New Jersey Requirements for Educators

Mantoux Test
A teacher candidate is required to have negative test results for the Mantoux (Tuberculin) Test before entering the assigned school. The results must be no more than six (6) months old and be submitted to the school nurse on the first day of school. A teacher candidate with a positive reaction to the Mantoux test must comply with the State’s follow-up procedures (including chest x-ray and medical evaluation) by submitting a physician’s report.

Anti-bullying
New Jersey has been a leader in the establishment of a strong statutory, regulatory, policy and program framework to support the prevention, remediation and reporting of Harassment, Intimidation & Bullying (HIB) in schools. Use the following link for information and resources on the establishment of HIB policies, the adoption of HIB program strategies, the implementation of proactive responses to HIB and the adoption of HIB reporting procedures: www.state.nj.us/education/students/safety/behavior/hib/#si

Reporting Child Abuse in New Jersey
- A teacher candidate should check with his/her cooperating teacher or school principal to learn the reporting procedures of the school district to which he/she is assigned.
- New Jersey law states: that any person having reasonable cause to believe that a child has been subjected to child abuse or acts of child abuse shall report this information immediately to the Division of Youth and Family Services (DYFS). From 9:00 AM to 5:00 PM weekdays, reports of child abuse and neglect can be made to the local DYFS district office. There is at least one district office in every county. The hotline number (800-792-8610) is available 24 hours a day, seven days a week.
- Any person, who pursuant to the law, reports child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action.
- Any person who knowingly fails to report suspected abuse or neglect pursuant to the law or to comply with the provisions of the law is disorderly and is subject to a fine up to $1,000 or up to six months imprisonment or both.

Criminal History Background Check
- Since 1986, the New Jersey State Department of Education requires all new employees to be fingerprinted and undergo a criminal history background check. A teacher candidate is not an employee of the school district where he/she completes
the student teaching experience; however, a district may require a teacher candidate to provide assurance that he/she has not been convicted of a disqualifying offense since their eighteenth birthday.

- Local school districts, in order to ensure themselves and the public that a teacher candidate has not been convicted of a disqualifying offense, may require the intern to submit, have notarized, and keep in their records the second part of the “Application Authorization and Certification Form” which provides this assurance.

- FAQ: [http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm](http://www.state.nj.us/education/genfo/faq/faq_crimhist.htm)

**Information on Disqualifying Events**

- For specific questions contact the Criminal History Unit: 609-292-0570

**Substitute – Transfer Request**

Effective January 18, 2011 individuals serving in substitute positions, who transfer from one employer to another, must submit a Transfer Request online at the department (NJDOE) website, to the Criminal History Review Unit. Please visit NJDOE website and select ‘File Authorization and make Electronic Payment for Criminal History Check’ than select Transfer Request [www.nj.gov/education/educators/crimhist](http://www.nj.gov/education/educators/crimhist). There currently is no fee for filing a Transfer Request.

**University Policies**

**Students Who Need Accommodations**

Students with disabilities who need special accommodations for this class are encouraged to meet with the Director of Field Placements and the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the University procedure for self-disclosure, which is stated in the University *Guide to Services and Accommodations for Students with Disabilities*. Students will not be afforded any special accommodations for academic work completed prior to the completion of the documentation process with the appropriate disability service office.

**Academic Honesty Policy**

Plagiarism is the use of another’s words or ideas without acknowledgment. It is the equivalent of theft. Some plagiarism is extreme and willful, i.e. buying term papers. Other forms of plagiarism may arise from carelessness or ignorance, i.e. misusing quotation marks or citations. Plagiarism of any kind is not acceptable and will not be tolerated.
Bibliography


**Teacher Work Sample Scoring Guide**

Instructions: The "Not Met" indicates that several of the indicators within each element is inadequate. "Met" category indicates that the teacher candidate performs at the level expected for a well-prepared novice teacher. "Target" reflects the level of performance one might expect from an experienced/expert teacher.

If the candidate meets all elements of the assessment by the assignment due date, he or she receives a grade for the assignment. Candidates who do not meet all elements will be given an opportunity to revise the TWS to achieve a “Met” category. However, the TWS grade will be reduced by one grade.

I. TWS Element: Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment

The teacher used multiple assessment modes and approaches aligned with established unit rationale, goals, and learner outcomes to assess student learning before, during and after instruction.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contextual Factors</strong></td>
<td>The candidate did not meet the indicator for the following reason(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJPST: 1,2,3,7</td>
<td>Not all required elements reported</td>
<td>All required elements reported</td>
<td>All required elements are reported and candidate provides contextual factors beyond those required</td>
</tr>
<tr>
<td><strong>Goal(s)</strong></td>
<td>The candidate developed a clear, comprehensive assessment plan aligned with the unit learner outcomes, which adequately addressed each of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJPST: 6,7,10</td>
<td>Unit goal(s) missing or incorrectly written</td>
<td>Goal(s) clearly stated</td>
<td>Goal(s) clearly and concisely stated</td>
</tr>
<tr>
<td><strong>Learner Outcomes</strong></td>
<td>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJPST: 7</td>
<td>Missing for some lessons or objectives only, the unit criteria were either unclear or missing</td>
<td>Clearly stated and correctly written learner outcomes for each lesson, the unit criteria, and clear scoring guides for all assessments</td>
<td>Clearly and correctly written and concisely stated learner outcomes for every lesson, excellent unit criteria and scoring guides for all assessments</td>
</tr>
</tbody>
</table>
### Learner Outcomes
- Learner outcomes are missing or not coded to standards
- Most learner outcomes coded correctly to standards
- All learner outcomes coded correctly to standards

### Monitoring
- Monitoring was limited or nonexistent
- Monitoring and recording information of learners’ progress throughout the unit
- Monitoring of learners’ progress was evident throughout the unit

### Rationale for the Unit
**NJPST: 4,5,7,11**
- No connection to real-world applications mentioned
- An attempt is made to connect unit to real-world applications but applications are trivial
- Unit is meaningfully connected to real-world

### Board of Education
- No mention of Board of Education approved curriculum
- Unit in Board of Education approved curriculum mentioned
- Unit in Board of Education approved curriculum mentioned and elaborated upon

### NJCCCS, CCSS, NJPST, and Relevant National Standards
- No mention of NJCCCS, CCSS, NJPST or relevant national standards (SPA)
- Appropriate NJCCCS, CCSS, NJPST, and relevant national standards (SPA) as justification for unit
- Appropriate NJCCCS, CCSS, NJPST, and relevant national standards (SPA) mentioned as justification for unit with actual standard statements embedded in narrative

### Differentiated Instruction
- Limited or no utilization of differentiated instruction and instructional strategies that focus on student learning
- Utilization of differentiated instruction and instructional strategies that focus on student learning
- Comprehensive utilization of differentiated instruction and instructional strategies that focus on student learning

### Multiple Modes of Assessment, Instructional Strategies and Differentiated Instruction
**NJPST: 2,6,7,8**
- Incomplete description of unit assessments; did not use multiple forms of assessment or
- All assessments described with utilization of multiple (at least three) forms of assessment to monitor student understanding during
- All assessments described with utilization of at least four forms of assessment to monitor student understanding during
II. TWS Element: Design for Instruction/Instructional Decision Making

The teacher designed instruction for specific learner outcomes, student characteristics and needs, and learning contexts. He/she also made instructional decisions based on constant analysis of student learning.

<table>
<thead>
<tr>
<th>Technical Soundness NJPST: 5</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>used less than three to monitor student understanding</td>
<td>The candidate did not meet the indicator for the following reason(s):</td>
<td>The candidate provided a narrative overview of planning, instruction and assessment as related to each of the following:</td>
<td>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</td>
</tr>
<tr>
<td>the teaching of the unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the teaching of the unit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Did not develop summative assessment or measured only some learner outcomes</td>
<td>• Summative assessment included in plan</td>
<td>• Comprehensive summative assessment included in plan</td>
<td></td>
</tr>
<tr>
<td>• Therefore summative assessment is not correlated to standards</td>
<td>• Summative assessment and most formative assessments correlated to standards</td>
<td>• Summative and formative assessments aligned with standards</td>
<td></td>
</tr>
<tr>
<td>• Some assessments were valid</td>
<td>• All assessments were valid of one or more learner outcome</td>
<td>• All assessments are valid and aligned with learner outcomes</td>
<td></td>
</tr>
<tr>
<td>TWS Appendix Information NJPST: 6</td>
<td>• Missing some or all of the required information/data in TWS Appendix I</td>
<td>• All of the required information in TWS Appendix I was complete</td>
<td>• Information/data in TWS Appendix I was comprehensive and complete</td>
</tr>
</tbody>
</table>

Alignment of Instruction with Learner Outcomes

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner outcomes were not found to be measurable</td>
<td></td>
<td>Most learner outcomes were found to be measurable</td>
<td>All learner outcomes were found to be measurable</td>
</tr>
<tr>
<td>NJPST: 7 And Adaptations Based on the Individual Needs of the Students</td>
<td>Instructional activities were not aligned with learner outcomes</td>
<td>Most instructional activities were aligned with learner outcomes</td>
<td>All instructional activities were aligned with learner outcomes</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td></td>
<td>Some or no learner outcomes were assessed</td>
<td>Most learner outcomes were assessed</td>
<td>All learner outcomes were assessed</td>
</tr>
<tr>
<td></td>
<td>Adaptations were not evident</td>
<td>Some adaptations were evident for special education, culturally/linguistically diverse, and gifted students</td>
<td>Very appropriate adaptations were made to meet the individual needs of special education, culturally/linguistically diverse, and gifted students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accurate Representation of Content</th>
<th>Inadequate knowledge of the content to be taught</th>
<th>Adequate knowledge of the content to be taught</th>
<th>Comprehensive knowledge of the content to be taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Activities were not aligned with SPA learner standards with NJCCCS and CCSS</td>
<td>Activities were aligned with SPA learner standards with NJCCCS and CCSS</td>
<td>All activities were aligned with SPA learner standards, NJCCCS standards, NJCCCS and CCSS</td>
</tr>
<tr>
<td></td>
<td>Instructional strategies were not based on research</td>
<td>Instructional strategies were based on research</td>
<td>All instructional strategies were based on cited research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson and Unit Structure</th>
<th>Lesson plan structure was not designed to:</th>
<th>Lesson planning structure designed to:</th>
<th>Comprehensive lesson planning designed to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage students</td>
<td>Engage all students</td>
<td>Engage all students</td>
</tr>
<tr>
<td></td>
<td>Accommodate learner characteristics</td>
<td>Accommodate learner characteristics but treated class as a whole unit</td>
<td>Accommodate learner characteristics including acknowledgement of individual student needs</td>
</tr>
<tr>
<td></td>
<td>Focus on learner outcomes</td>
<td>Focus on learner outcomes</td>
<td>Focus on learner outcomes with an apparent emphasis</td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments and Resources <strong>NJPST: 6,7,8</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>• Align with SPA learner standards and activities</td>
<td>• Provide activities that are aligned with SPA learner standards, NJCCCS and CCSS</td>
<td>• Provide activities that are aligned with SPA learner standards, NJPST standards, NJCCCS and CCSS</td>
<td></td>
</tr>
<tr>
<td>• Assessments for some lessons monitored student progress</td>
<td>• Assessments for each lesson monitored student progress</td>
<td>• Assessment for each lesson comprehensively monitored student progress</td>
<td></td>
</tr>
<tr>
<td>• Directions unclear</td>
<td>• Clear directions regarding assignments, learning expectations and scoring procedures for assessments</td>
<td>• Clear concise, comprehensive directions regarding assignments, learning expectations, and scoring procedures for assessments</td>
<td></td>
</tr>
<tr>
<td>• Limited or no use of differentiated instruction for all learners</td>
<td>• Use of differentiated instruction for all learners</td>
<td>• Comprehensive use of differentiated instruction for all learners</td>
<td></td>
</tr>
<tr>
<td>• No opportunities for learner self-reflection</td>
<td>• Opportunities for learner self-reflection</td>
<td>• Opportunities for learner self-reflection in all lessons</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources <strong>NJPST: 1,2,3,4,5,7,10,11</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Did not use grouping options</td>
<td>• Use of grouping options</td>
<td>• Comprehensive use of grouping options</td>
</tr>
<tr>
<td>• Did not use appropriate modifications</td>
<td>• Use of appropriate modifications for all learners</td>
<td>• Comprehensive use of appropriate modifications for all learners</td>
</tr>
<tr>
<td>• Did not use differentiated instruction</td>
<td>• Use of differentiated instruction</td>
<td>• Comprehensive use of differentiated instruction for all learners</td>
</tr>
<tr>
<td>• No information was provided for families</td>
<td>• Provided information for parents about the importance of the unit</td>
<td>• Comprehensive information for families about the importance of the unit</td>
</tr>
</tbody>
</table>
### III. TWS Element: Analysis of Student Learning/Reflection

The teacher used assessment data to profile student learning, communicate information about student progress and achievement as well as to reflect on current and future teaching practices.

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alignment with</td>
<td>The candidate did not meet the indicator for the following reason(s):</td>
<td>The candidate provided adequate analysis of all the following assessment tasks:</td>
<td>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Did not analyze assessment data or compare it to the learner outcomes for the whole group, subgroups, and individuals</td>
<td>Analyzed all assessment data and compared it to the learner outcomes for the whole group, subgroups and individuals</td>
<td>Comprehensively analyzed assessment data and compared it to the learner outcomes for the whole group, subgroups, and individuals</td>
</tr>
<tr>
<td>NJPST: 6,7,11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of Technology</td>
<td>No use of technology</td>
<td>Use of appropriate instructional technology in the lessons</td>
<td>Use of appropriate technology in all lessons</td>
</tr>
<tr>
<td>NJPST: 8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TWS Appendix</td>
<td>Information/data in TWS Appendix II was not complete</td>
<td>Provided information and/or data in TWS Appendix II was comprehensive and complete</td>
<td>Comprehensive information and data in TWS Appendix II</td>
</tr>
<tr>
<td>Information NJPST: 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpretation of Data</td>
<td>did not reflect on which type of differentiated instruction was effective or not effective</td>
<td>Drew inappropriate or no conclusions</td>
<td>Drew insightful, meaningful conclusions regarding student learning</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Did not analyze the data or report findings with appropriate learning theories/principles to support the analysis for each outcome</td>
<td>Analyzed data and reported findings regarding the number of students who made progress on each learner outcome with limited appropriate learning theories/principles to support the analysis for each outcome</td>
<td>Comprehensively analyzed the data and reported significant findings with appropriate learning theories/principles to support the analysis for each outcome</td>
</tr>
<tr>
<td>Implications for Future Instruction and Professional Development</td>
<td>Did not identify or explain:</td>
<td>Identified and explained:</td>
<td>Identified and explained in detail:</td>
</tr>
<tr>
<td></td>
<td>What teaching strategies worked and why</td>
<td>What teaching strategies worked and why</td>
<td>What teaching strategies worked and why</td>
</tr>
<tr>
<td></td>
<td>What aspects of your planning, assessment and teaching did not work and why</td>
<td>What aspects of your planning, assessment and teaching did not work and why</td>
<td>What aspects of your planning, assessment and teaching did not work and why</td>
</tr>
<tr>
<td></td>
<td>What changes in teaching should be made in the future based on reflection and research</td>
<td>What changes in teaching should be made in the future based on reflection and research</td>
<td>What changes in teaching should be made in the future based on reflection and comprehensively cited research</td>
</tr>
<tr>
<td></td>
<td>At least two or more future standards and dispositions with a rationale</td>
<td>At least two or more future standards and dispositions with a rationale</td>
<td>At least two or more future standards and dispositions with a rationale</td>
</tr>
</tbody>
</table>
### IV. Final Submission

<table>
<thead>
<tr>
<th>Rating Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax and Grammar</td>
<td>• more than 5 errors in syntax/grammar</td>
<td>• no more than 5 errors in syntax/grammar</td>
<td>• no more than 2 errors in syntax/grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling and Proofreading</td>
<td>• more than 5 errors in spelling/proof-reading</td>
<td>• no more than 5 errors in spelling/proof-reading</td>
<td>• no more than 2 errors in spelling/proof-reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA Style</td>
<td>• missing sections or did not use APA style</td>
<td>• all sections submitted and used APA style</td>
<td>• all sections submitted using APA style. Submission was creative, concise and comprehensive.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SCORE**

<table>
<thead>
<tr>
<th>1-77</th>
<th>Does Not Meet Standard = 1</th>
<th>Meets minimal expectations for the element as stated in the not met column; often needs support to perform at acceptable level.</th>
</tr>
</thead>
<tbody>
<tr>
<td>78-130</td>
<td>Met = 2</td>
<td>Meets expectations for the element as stated in the met column; requires occasional minimal support.</td>
</tr>
<tr>
<td>131-153</td>
<td>Target = 3</td>
<td>Meets or exceeds expectations for the element as stated in the target column; is confidently and consistently meeting expectations, needs little, if any, support/guidance.</td>
</tr>
</tbody>
</table>
# Teacher Work Sample Self Evaluation

1 = Not Met  
Meets minimal expectations for the element as stated in the not met column; often needs support to perform at acceptable level.

2 = Met  
Meets expectations for the element as stated in the met column; requires occasional minimal support.

3 = Target  
Meets or exceeds expectations for the element as stated in the target column; is confidently and consistently meeting expectations, needs little, if any, support/guidance.

## I. TWS Element: Contextual Factors, Goal(s), Rationale, Learner Outcomes and Assessment

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
</table>
| **Contextual Factors**  
NJPOST: 1,2,3,7 | The candidate did not meet the indicator for the following reason(s):  
• Not all required elements reported | The candidate developed a clear, comprehensive assessment plan aligned with the unit learner outcomes, which adequately addressed each of the following:  
• All required elements reported | The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:  
• All required elements are reported and candidate provides contextual factors beyond those required |
| **Goal(s)**  
NJPOST: 7 | Unit goal(s) missing or incorrectly written | Goal(s) clearly stated | Goal(s) clearly and concisely stated |
| **Learner Outcomes**  
NJPOST: 6,7,10 | Missing for some lessons or objectives only, the unit criteria were either unclear or missing | Clearly stated and correctly written learner outcomes for each lesson, the unit criteria, and clear scoring guides for all assessments | Clearly and correctly written and concisely stated learner outcomes for every lesson, excellent unit criteria and scoring guides for all assessments |
<table>
<thead>
<tr>
<th>Rationale for the Unit</th>
<th>NJPST: 4,5,7,11</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner outcomes</strong></td>
<td><strong>Most learner outcomes coded correctly to standards</strong></td>
</tr>
<tr>
<td>missing or not</td>
<td></td>
</tr>
<tr>
<td>coded to standards</td>
<td></td>
</tr>
<tr>
<td>Monitoring was</td>
<td>Monitoring and recording information of learners’ progress throughout the unit</td>
</tr>
<tr>
<td>limited or nonexistent</td>
<td></td>
</tr>
<tr>
<td>No connection to real-world applications mentioned</td>
<td>An attempt is made to connect unit to real-world applications but applications are trivial</td>
</tr>
<tr>
<td>No mention of Board of Education approved curriculum</td>
<td>Unit in Board of Education approved curriculum mentioned</td>
</tr>
<tr>
<td>No mention of NJCCCS, CCSS, NJPST or relevant national standards (SPA)</td>
<td>Appropriate NJCCCS, CCSS, NJPST and relevant national standards (SPA) as justification for unit</td>
</tr>
<tr>
<td>limited or no utilization of differentiated instruction and instructional strategies that focus on student learning</td>
<td>utilization of differentiated instruction and instructional strategies that focus on student learning</td>
</tr>
<tr>
<td>Multiple Modes of Assessment, Instructional Strategies and Differentiated Instruction</td>
<td>NJPST: 2,6,7,8</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>• Incomplete description of unit assessments; did not use multiple forms of assessment or used less than three to monitor student understanding</td>
<td>• All assessments described with utilization of multiple (at least three) forms of assessment to monitor student understanding during the teaching of the unit</td>
</tr>
<tr>
<td>• Did not develop summative assessment or measured only some learner outcomes</td>
<td>• Summative assessment included in plan</td>
</tr>
<tr>
<td>• Therefore summative assessment is not correlated to standards</td>
<td>• Summative assessment and most formative assessments correlated to standards</td>
</tr>
<tr>
<td>• Some assessments were valid</td>
<td>• All assessments were valid of one or more learner outcome</td>
</tr>
</tbody>
</table>

**TWS Appendix Information**

<table>
<thead>
<tr>
<th>NJPST: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Missing some or all of the required information/data in TWS Appendix I</td>
</tr>
</tbody>
</table>

| Rationale: | | |
## II. TWS Element: Design for Instruction/Instructional Decision Making

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The candidate did not meet the indicator for the following reason(s):</strong></td>
<td>• Learner outcomes were not found to be measurable</td>
<td>• Most learner outcomes were found to be measurable</td>
<td>• All learner outcomes were found to be measurable</td>
</tr>
<tr>
<td><strong>Alignment of Instruction with Learner Outcomes NJPST: 7 And Adaptations Based on the Individual Needs of the Students NJPST: 1,2</strong></td>
<td>• Instructional activities were not aligned with learner outcomes</td>
<td>• Most instructional activities were aligned with learner outcomes</td>
<td>• All instructional activities were aligned with learner outcomes</td>
</tr>
<tr>
<td></td>
<td>• Some or no learner outcomes were assessed</td>
<td>• Most learner outcomes were assessed</td>
<td>• All learner outcomes were assessed</td>
</tr>
<tr>
<td></td>
<td>• Adaptations were not evident</td>
<td>• Some adaptations were evident for special education, culturally/linguistically diverse, and gifted students</td>
<td>• Very appropriate adaptations were made to meet the individual needs of special education, culturally/linguistically diverse, and gifted students</td>
</tr>
<tr>
<td><strong>Accurate Representation of Content NJPST: 4,5</strong></td>
<td>• Inadequate knowledge of the content to be taught</td>
<td>• Adequate knowledge of the content to be taught</td>
<td>• Comprehensive knowledge of the content to be taught</td>
</tr>
<tr>
<td></td>
<td>• Activities were not aligned with SPA learner standards with NJCCCS and CCSS</td>
<td>• Activities were aligned with SPA learner standards with NJCCCS and CCSS</td>
<td>• All activities were aligned with SPA learner standards, NJPST standards, NJCCCS and CCSS</td>
</tr>
<tr>
<td>Lesson and Unit Structure NJPST: 7,8</td>
<td>Lesson plan structure was not designed to:</td>
<td>Lesson planning structure designed to:</td>
<td>Comprehensive lesson planning designed to:</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>• Engage students</td>
<td>• Engage all students</td>
<td>• Engage all students</td>
<td></td>
</tr>
<tr>
<td>• Accommodate learner characteristics</td>
<td>• Accommodate learner characteristics but treated class as a whole unit</td>
<td>• Accommodate learner characteristics including acknowledgement of individual student needs</td>
<td></td>
</tr>
<tr>
<td>• Focus on learner outcomes</td>
<td>• Focus on learner outcomes</td>
<td>• Focus on learner outcomes with an apparent emphasis on individual student needs</td>
<td></td>
</tr>
<tr>
<td>• Align with SPA learner standards and activities</td>
<td>• Provide activities that are aligned with SPA learner standards, NJCCCS and CCSS</td>
<td>• Provide activities that are aligned with SPA learner standards, NJPST standards, NJCCCS and CCSS</td>
<td></td>
</tr>
</tbody>
</table>

<p>| Use of a Variety of Instruction, Activities, Assignments and Resources NJPST: 6,7,8 | Assessments for some lessons monitored student progress | Assessments for each lesson monitored student progress | Assessment for each lesson comprehensively monitored student progress |
|---------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| • Assessments for some lessons monitored student progress                       | • Assessments for each lesson monitored student progress | • Assessment for each lesson comprehensively monitored student progress |
| • Directions unclear                                                             | • Clear directions regarding assignments, learning expectations and scoring procedures for assessments | • Clear concise, comprehensive directions regarding assignments, learning expectations, and scoring procedures for assessments |</p>
<table>
<thead>
<tr>
<th>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</th>
<th>NJPST: 1,2,3,4,5,7,10, 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Limited or no use of differentiated instruction for all learners</td>
<td>• Use of differentiated instruction for all learners</td>
</tr>
<tr>
<td>• No opportunities for learner self-reflection</td>
<td>• Opportunities for learner self-reflection</td>
</tr>
</tbody>
</table>

| Use of Grouping Options | Use of appropriate modifications for all learners | Comprehensive use of appropriate modifications for all learners |
|---------------------------------------------------------------|--------------------------------------------------|
| • Did not use grouping options | • Use of grouping options | • Comprehensive use of grouping options |
| • Did not use appropriate modifications | • Use of appropriate modifications for all learners | • Comprehensive use of appropriate modifications for all learners |
| • Did not use differentiated instruction | • Use of differentiated instruction | • Comprehensive use of differentiated instruction for all learners |

| No information was provided for families | Provided information for parents about the importance of the unit | Comprehensive information for families about the importance of the unit |
|---------------------------------------------------------------|--------------------------------------------------|
| No opportunities for family involvement | Provided opportunities for family involvement | Creative, comprehensive opportunities for family involvement |

<table>
<thead>
<tr>
<th>Use of Technology</th>
<th>NJPST: 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• No use of technology</td>
<td>• Use of appropriate instructional technology in the lessons</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TWS Appendix Information</th>
<th>NJPST: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Information/data in TWS Appendix II was not complete</td>
<td>• Provided information and/or data in TWS Appendix II was comprehensive and complete</td>
</tr>
</tbody>
</table>

Rationale:
### III. TWS Element: Analysis of Student Learning/Reflection

<table>
<thead>
<tr>
<th>Rating → Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Outcomes</strong>&lt;br&gt;NJPST: 6,7,11</td>
<td>The candidate did not meet the indicator for the following reason(s):</td>
<td>The candidate provided adequate analysis of all the following assessment tasks:</td>
<td>The candidate exceeded the indicator by developing an exceptionally thoughtful and creative response to one or more of the following:</td>
</tr>
<tr>
<td>- Did not analyze assessment data or compare it to the learner outcomes for the whole group, subgroups, and individuals</td>
<td>- Analyzed all assessment data and compared it to the learner outcomes for the whole group, subgroups and individuals</td>
<td>- Comprehensively analyzed assessment data and compared it to the learner outcomes for the whole group, subgroups, and individuals</td>
<td></td>
</tr>
<tr>
<td>- Did not analyze one subgroup that was comprised of students of diversity</td>
<td>- Analyzed one subgroup that was comprised of students of diversity</td>
<td>- Comprehensively analyzed one subgroup that was comprised of students of diversity</td>
<td></td>
</tr>
<tr>
<td>- Did not reflect on which type of differentiated instruction was effective or not effective</td>
<td>- Reflected on which type of differentiated instruction was effective or not effective</td>
<td>- Comprehensively reflected on which type of differentiated instruction was effective or not effective</td>
<td></td>
</tr>
<tr>
<td><strong>Interpretation of Data</strong>&lt;br&gt;NJPST: 6,9</td>
<td>- Drew inappropriate or no conclusions</td>
<td>- Drew appropriate conclusions regarding student learning</td>
<td>- Drew insightful, meaningful conclusions regarding student learning</td>
</tr>
<tr>
<td><strong>Evidence of Impact on</strong></td>
<td>- Did not analyze the data or report</td>
<td>- Analyzed data and reported findings regarding the</td>
<td>- Comprehensively analyzed the data and reported</td>
</tr>
</tbody>
</table>

43
| **Student Learning**  
**NJPST: 6** | findings with appropriate learning theories/principles to support the analysis for each outcome | number of students who made progress on each learner outcome with limited appropriate learning theories/principles to support the analysis for each outcome | significant findings with appropriate learning theories/principles to support the analysis for each outcome |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Did not reflect on which type of differentiated instruction was effective or not effective</td>
<td>• Reflected on which type of differentiated instruction was effective or not effective</td>
<td>• Comprehensively reflected on which type of differentiated instruction was effective or not effective</td>
<td></td>
</tr>
</tbody>
</table>

| **Implications for Future Instruction and Professional Development**  
**NJPST: 6,9,11** | **Did not identify or explain:** | **Identified and explained:** | **Identified and explained in detail:** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What teaching strategies worked and why</td>
<td>• What teaching strategies worked and why</td>
<td>• What teaching strategies worked and why</td>
<td></td>
</tr>
<tr>
<td>• What aspects of your planning, assessment and teaching did not work and why</td>
<td>• What aspects of your planning, assessment and teaching did not work and why</td>
<td>• What aspects of your planning, assessment and teaching did not work and why</td>
<td></td>
</tr>
<tr>
<td>• What changes in teaching should be made in the future based on reflection and research</td>
<td>• What changes in teaching should be made in the future based on reflection and research</td>
<td>• What changes in teaching should be made in the future based on reflection and comprehensively cited research</td>
<td></td>
</tr>
<tr>
<td>• At least two or more future standards and dispositions with a rationale</td>
<td>• At least two or more future standards and dispositions with a rationale</td>
<td>• At least two or more future standards and dispositions with a rationale</td>
<td></td>
</tr>
</tbody>
</table>
The TWS Self Evaluation is done by teacher candidate at completion of their TWS. The purpose of the evaluation is to encourage the teacher candidate to reflect upon the educational research that was conducted while student teaching and to enhance their self-reflection skills.

### TWS Self Evaluation

<table>
<thead>
<tr>
<th>TWS Appendix Information</th>
<th>NJPST: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implications for future instruction by writing professional development goals that you should attain with a rationale</td>
<td>Implications for future instruction by writing professional development goals that you should attain with a rationale</td>
</tr>
<tr>
<td>Information/data in TWS Appendix III was not complete</td>
<td>Provided information and/or data in TWS Appendix III was comprehensive and complete</td>
</tr>
</tbody>
</table>

**Rationale:**

### IV. Final Submission

<table>
<thead>
<tr>
<th>Rating Indicator ↓</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syntax and Grammar</strong></td>
<td>The candidate’s final TWS submission had:</td>
<td>The candidate’s final TWS submission had:</td>
<td>The candidate’s final TWS submission had:</td>
</tr>
<tr>
<td>more than 5 errors in syntax/grammar</td>
<td>no more than 5 errors in syntax/grammar</td>
<td>no more than 2 errors in syntax/grammar</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling and Proofreading</th>
<th>more than 5 errors in spelling/proof-reading</th>
<th>no more than 5 errors in spelling/proof-reading</th>
<th>no more than 2 errors in spelling/proof-reading</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>APA Style</th>
<th>missing sections or did not use APA style</th>
<th>all sections submitted and used APA style</th>
<th>all sections submitted using APA style. Submission was creative, concise and comprehensive.</th>
</tr>
</thead>
</table>

The TWS Self Evaluation is done by teacher candidate at completion of their TWS. The purpose of the evaluation is to encourage the teacher candidate to reflect upon the educational research that was conducted while student teaching and to enhance their self-reflection skills.
## Clinical Faculty Classroom Observation Scoring Guide

### I. Learner outcomes linked to NJCCCS, CCSS, NJPST AND SPA Standards:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying information</strong>&lt;br&gt;NJPST: 4, 7&lt;br&gt;• identify grade level/age appropriateness (subject), and lesson title.</td>
<td>• The teacher candidate did not:</td>
<td>• The teacher candidate:</td>
<td>• The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• provided indication that the identifying information is linked to outcomes, standards, and procedures/assessment.</td>
<td>• provided some indication that the identifying information is linked to outcomes, standards, and procedures/assessment.</td>
<td>• identifying information explicitly linked to outcomes, standards, and procedures/assessments.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Duration</strong>&lt;br&gt;NJPST: 7, 8&lt;br&gt;• develop learner outcomes or procedures that can be achieved in the identified time.</td>
<td>• The teacher candidate did not:</td>
<td>• The teacher candidate:</td>
<td>• The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• developed some learner outcomes and procedures that can be achieved in the time frame that has been identified.</td>
<td>• developing learner outcomes and procedures that could be achieved in the identified time frame.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learner Outcomes</strong>&lt;br&gt;NJPST: 2, 3, 4&lt;br&gt;• express learner outcomes in measurable terms.</td>
<td>• The teacher candidate did not:</td>
<td>• The teacher candidate:</td>
<td>• The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• expressed most learner outcomes in measurable terms.</td>
<td>• expressing learner outcomes in measurable terms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standards</strong>&lt;br&gt;NJPST: 4&lt;br&gt;• identify appropriate NJCCCS, CCSS, NJPST and SPA Standards, procedures and assessments.</td>
<td>• The teacher candidate did not:</td>
<td>• The teacher candidate:</td>
<td>• The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identified appropriate NJCCCS, CCSS, NJPST and SPA Standards for some</td>
<td>• identifying appropriate NJCCCS, CCSS, NJPST, and SPA Standards for all procedures and assessments.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
II. Procedures (including assessments linked to learner outcomes):
The observer should be sure to note how the following are addressed in the lesson; opening activities, effective use of time, questioning strategies, student assessment and closing activities.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures / AssessmentNJPST: 1,2,4,5,6,7, 8</td>
<td>The teacher candidate did not:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td>• activate prior knowledge and the purpose of the lesson.</td>
<td>• activated prior knowledge and sets purpose adequately for learners.</td>
<td>• activating prior knowledge of all learners and establishing the purpose of the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• include practical application of the content material.</td>
<td>• included some practical application of the content material.</td>
<td>• including practical application of the content material.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• engage all learners in the lesson.</td>
<td>• engaged most learners through active participation in the lesson.</td>
<td>• engaging all learners through active participation in the lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• employ appropriate and varied strategies to accomplish learner outcomes.</td>
<td>• employed some appropriate strategies to accomplish learner outcomes.</td>
<td>• employing appropriate and varied strategies to accomplish learner outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provide opportunities for student self-reflection.</td>
<td>• provided limited opportunities for student self-reflection.</td>
<td>• providing ample opportunities for student self-reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• employ differentiated instruction with appropriate modeling and practice.</td>
<td>• employed some differentiated instruction with appropriate modeling and practice.</td>
<td>• employing differentiated instruction with appropriate modeling and practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• monitor learner progress throughout the lesson.</td>
<td>• monitored learner progress at the end of the lesson.</td>
<td>• monitoring learner progress regularly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• incorporate technology into the lesson.</td>
<td>• incorporated some appropriate technology into the lesson.</td>
<td>• incorporating technology appropriately into the lesson.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Modifications/Accommodations:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modifications/Accommodations</td>
<td>The teacher candidate did not:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------</td>
<td>----------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>NJPST: 1,2,3</td>
<td>• indicate any modifications or accommodations for all learners.</td>
<td>• indicated some modifications or accommodations for all learners.</td>
<td>• providing appropriate modifications/ accommodations based on demonstrated needs for all learners.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• provide specific modifications for students of diversity.</td>
<td>• provided specific modifications for students of diversity.</td>
<td>• providing specific modifications for students of diversity.</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Materials/Use of Instructional Technology:

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate did not:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NJPST: 7,8</td>
<td></td>
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<tr>
<td>• choose materials that were appropriate.</td>
<td></td>
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<tr>
<td>• list the materials needed for the lesson.</td>
<td></td>
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<tr>
<td>• chose some appropriate materials.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• listed some of the materials needed for the lesson.</td>
<td></td>
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</tr>
</tbody>
</table>

### V. Candidate Knowledge & Skills

<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher candidate did not:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject Matter Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJPST: 4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• demonstrate subject matter knowledge or its relationship to other disciplines.</td>
<td></td>
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</tr>
<tr>
<td>• promote the development of age appropriate critical and creative thinking and problem solving and decision making.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrated adequate subject matter knowledge and its relationship to other disciplines.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• promoted some development of age appropriate critical and creative thinking and problem solving and decision making.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrating mastery of subject matter and its relationship to other disciplines.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• promoting explicit development of age appropriate critical and creative thinking and problem solving and decision making.</td>
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</tr>
<tr>
<td>Classroom Learning Environment NJPST: 3</td>
<td></td>
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</tr>
<tr>
<td>----------------------------------------</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• establish a positive classroom climate.</td>
<td>• established a positive classroom climate.</td>
<td>• establishing a positive classroom climate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• create an environment that promotes and maintains appropriate behavior.</td>
<td>• created an environment that promotes and maintains appropriate behavior.</td>
<td>• creating an environment that promotes and maintains appropriate behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• engage all learners in smooth and appropriate transitions.</td>
<td>• engaged all learners in smooth and appropriate transitions.</td>
<td>• engaging all learners in smooth and appropriate transitions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Profession alism NJPST: 9,10,11</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• maintain a professional appearance and demeanor.</td>
<td>• maintains a professional appearance and demeanor.</td>
<td>• maintaining a professional appearance and demeanor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• meet expectations regarding attendance and punctuality.</td>
<td>• adequately meets expectations regarding attendance and punctuality.</td>
<td>• meeting expectations regarding attendance and punctuality.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• meet expectations regarding assumption of responsibility and initiative.</td>
<td>• adequately meets expectations regarding assumption of responsibility and initiative.</td>
<td>• meeting expectations regarding assumption of responsibility and initiative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate an ability to respond in a mature and professional manner.</td>
<td>• demonstrated an ability to respond in a mature and professional manner.</td>
<td>• demonstrating an ability to respond in a mature and professional manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• demonstrate specific dispositions related to lesson and learning environment.</td>
<td>• demonstrated specific dispositions related to lesson and learning environment.</td>
<td>• demonstrating specific dispositions related to lesson and learning environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• respond positively to constructive criticism and feedback.</td>
<td>• responded positively to constructive criticism and feedback.</td>
<td>• responding positively to constructive criticism and feedback.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• interact positively with colleagues and other school personnel.</td>
<td>• interacted positively with colleagues and other school personnel.</td>
<td>• interacting positively with colleagues and other school personnel.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VI. Reflections:
<table>
<thead>
<tr>
<th>Elements</th>
<th>Not Met = 1</th>
<th>Met = 2</th>
<th>Target = 3</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflections</td>
<td>The teacher candidate did not:</td>
<td>The teacher candidate:</td>
<td>The teacher candidate exceeded the indicator by:</td>
<td></td>
</tr>
<tr>
<td>NJPST: 9,10,11</td>
<td>• reflect on lesson components.</td>
<td>• reflected on lesson components and identified some strengths and weaknesses.</td>
<td>• reflecting on lesson components to identify strengths and weaknesses of the various components.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use reflection to inform future instructional plans.</td>
<td>• used some reflection to shape future instructional plans.</td>
<td>• using reflection to inform future instructional plans.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify strategies for informing paraprofessionals and colleagues about learner outcomes and procedures.</td>
<td>• identified some strategies for informing paraprofessionals and colleagues about learner outcomes and procedures.</td>
<td>• identifying strategies for informing paraprofessionals and colleagues about learner outcomes and procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identify a professional development goal.</td>
<td>• used reflection to begin to identify a future professional development goal.</td>
<td>• using reflection to identify a future professional development goal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• use reflection to identify a targeted disposition and explain a rationale for its choice.</td>
<td>• used reflection to identify a targeted disposition and explain a rationale for its choice.</td>
<td>• using reflection to identify a targeted disposition and explain a rationale for its choice.</td>
<td></td>
</tr>
</tbody>
</table>

**Individual Lesson Evaluation**

**Total Points**

(1 – 71) **Not Met = 1**: Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level.

(72 – 90) **Met = 2**: Meets expectations for standard as defined; requires occasional minimal support.

(91 – 108) **Target = 3**: Meets expectations for standard; is confidently and consistently meeting expectations, needs little, if any, support/guidance.

**Clinical Faculty Classroom Observation final grade**

(Total of the 5 observations)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>14-15</td>
</tr>
<tr>
<td>B</td>
<td>8-9</td>
</tr>
<tr>
<td>A-</td>
<td>12-13</td>
</tr>
<tr>
<td>B-</td>
<td>7</td>
</tr>
<tr>
<td>B+</td>
<td>10-11</td>
</tr>
<tr>
<td>C</td>
<td>5-6</td>
</tr>
</tbody>
</table>


The Professional Standards for Teacher identify the knowledge, skills, and dispositions that teachers need to practice responsibly. Student teachers must demonstrate competence on the NJPST to be eligible for teacher certification.

<table>
<thead>
<tr>
<th>Candidates Proficiency</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 5</td>
<td><strong>Standard One – Learner Development</strong> – The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
</tr>
<tr>
<td>3, 5, 8</td>
<td><strong>Standard Two – Learning Differences</strong> – The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
</tr>
<tr>
<td>3, 4, 7</td>
<td><strong>Standard Three – Learning Environments</strong> – The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
</tr>
<tr>
<td>1, 2</td>
<td><strong>Standard Four – Content Knowledge</strong> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
</tr>
<tr>
<td>2, 7</td>
<td><strong>Standard Five – Application of Content</strong> – The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
</tr>
<tr>
<td>6, 9, 10</td>
<td><strong>Standard Six – Assessment</strong> – The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.</td>
</tr>
<tr>
<td>5, 6, 7</td>
<td><strong>Standard Seven – Planning for Instruction</strong> – The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
</tr>
<tr>
<td>4, 8</td>
<td><strong>Standard Eight – Instructional Strategies</strong> – The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
</tr>
<tr>
<td>10, 11, 12</td>
<td><strong>Standard Nine – Professional Learning</strong> – The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research, and best practice to expand a repertoire of skills, strategies, materials, assessments, and ideas to increase student learning.</td>
</tr>
<tr>
<td>11, 12</td>
<td><strong>Standard Ten – Leadership and Collaboration</strong> – The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</td>
</tr>
</tbody>
</table>
**Standard Eleven – Ethical Practice** – The teacher acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.


6A:9-3.3 Professional standards for teachers

**Standard One – Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<table>
<thead>
<tr>
<th>PERFORMANCES:</th>
<th>ESSENTIAL KNOWLEDGE:</th>
<th>CRITICAL DISPOSITIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.i.1 The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development;</td>
<td>1.i.i.1 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
<td>1.i.1 The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;</td>
</tr>
<tr>
<td>1.i.2 The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his or her learning; and</td>
<td>1.i.i.2 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
<td>1.i.2 The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;</td>
</tr>
<tr>
<td>1.i.3 The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</td>
<td>1.i.i.3 The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others; and</td>
<td>1.i.3 The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;</td>
</tr>
<tr>
<td></td>
<td>1.i.i.4 The teacher understands the role and impact of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</td>
<td>1.i.4 The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development;</td>
</tr>
</tbody>
</table>

**Standard Two – Learning Differences**

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<table>
<thead>
<tr>
<th>PERFORMANCES:</th>
<th>ESSENTIAL KNOWLEDGE:</th>
<th>CRITICAL DISPOSITIONS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.i.1 The teacher designs, adapts, and delivers instruction to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways;</td>
<td>2.i.i.1 The teacher utilizes resources related to educational strategies for instruction and methods of teaching to accommodate individual differences and to employ positive behavioral intervention techniques for students with</td>
<td>2.i.i.1 The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.i.2 The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;</td>
</tr>
</tbody>
</table>
The teacher makes appropriate and timely provisions (for example, pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs;

2.i.2 The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings;

2.i.3 The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms;

2.i.4 The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency; and

2.i.6 The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate, through curriculum planning and curricular and instructional modifications, adaptations, and specialized strategies and techniques, including the use of assistive technology.

2.ii.2 The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth;

2.ii.3 The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs;

2.ii.4 The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition;

2.ii.5 The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values; and

2.ii.6 The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

2.iii.2 The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

2.iii.3 The teacher makes learners feel valued and helps them learn to value each other; and

2.iii.4 The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

Standard Three - Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PERFORMANCES: ESSENTIAL KNOWLEDGE: CRITICAL DISPOSITIONS:

3.i.1 The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry;

3.ii.1 The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;

3.iii.1 The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;

3.ii.2 The teacher develops learning experiences that engage learners in collaborative and self-directed

3.ii.2 The teacher knows how to help learners work productively and

3.iii.2 The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning;
learning and that extend learner interaction with ideas and people locally and globally;

3.i.3 The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work;

3.i.4 The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention;

3.i.5 The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments;

3.i.6 The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment;

3.i.7 The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally; and

3.i.8 The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

3.ii.3 The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

3.ii.4 The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments;

3.ii.5 The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways; and

3.ii.6 The teacher understands the relationship among harassment, intimidation, bullying, violence, and suicide and knows how and when to intervene.

3.iii.3 The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and

3.iii.4 The teacher seeks to foster respectful communication among all members of the learning community.

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**Standard Four – Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

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<tr>
<td>4.i.1 The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards;</td>
<td>4.i.1 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he or she teaches;</td>
<td>4.i.1 The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field;</td>
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<td>4.i.2 The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas;</td>
<td>4.i.2 The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding;</td>
<td>4.i.2 The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives;</td>
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from diverse perspectives so that they master the content;

4.i.3 The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline;

4.i.4 The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences;

4.i.5 The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding;

4.i.6 The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his or her learners;

4.i.7 The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners;

4.i.8 The teacher creates opportunities for students to learn, practice, and master academic language in their content; and

4.i.9 The teacher accesses school and/or district-based resources to evaluate the learner’s content knowledge.

4.i.3 The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners;

4.i.4 The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge;

4.i.5 The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he or she teaches;

4.i.6 The teacher understands that literacy skills and processes are applicable in all content areas and help students to develop the knowledge, skills, and dispositions that enable them to construct meaning and make sense of the world through reading, writing, listening, speaking, and viewing; and

4.i.7 The teacher understands the concepts inherent in numeracy to enable students to represent physical events, work with data, reason, communicate mathematically, and make connections within their respective content areas in order to solve problems.

4.iii.3 The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias;

4.iii.4 The teacher is committed to work toward each learner’s mastery of disciplinary content and skills; and

4.iii.5 The teacher shows enthusiasm for the discipline(s) they teach and is committed to making connections to everyday life.

**Standard Five – Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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<tr>
<td>5.i.1 The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (for example, a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications);</td>
<td>5.i.1 The teacher understands the ways of knowing in his or her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</td>
<td>5.iii.1 The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues;</td>
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<td>5.i.2 The teacher engages learners in applying content knowledge to real world problems through</td>
<td>5.i.2 The teacher understands how current interdisciplinary themes (for example, civic literacy, health literacy,</td>
<td>5.iii.2 The teacher values knowledge outside his or her own content area and how such knowledge enhances student learning; and</td>
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the lens of interdisciplinary themes (for example, financial literacy and environmental literacy);

5.i.3 The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts;

5.i.4 The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts;

5.i.5 The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes;

5.i.6 The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work;

5.i.7 The teacher develops learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems; and

5.i.8 The teacher develops and implements supports for learner literacy development across content areas.

global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences;

5.ii.3 The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use;

5.ii.4 The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals;

5.ii.5 The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning;

5.ii.6 The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

5.ii.7 The teacher understands creative thinking processes and how to engage learners in producing original work; and

5.ii.8 The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

5.iii.3 The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Six - Assessment

The teacher understands and uses multiple methods of assessment to engage learners in examining their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision-making.

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<tr>
<td>6.i.1 The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning;</td>
<td>6.ii.1 The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each;</td>
<td>6.iii.1 The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning;</td>
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<td>6.i.2 The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results;</td>
<td>6.ii.2 The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and</td>
<td>6.iii.2 The teacher takes responsibility for aligning instruction and assessment with learning goals;</td>
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</table>
6.i.3 The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning;

6.i.4 The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work;

6.i.5 The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process;

6.i.6 The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others;

6.i.7 The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences;

6.i.8 The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs; and

6.i.9 The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

6.ii.3 The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners;

6.ii.4 The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning;

6.ii.5 The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback;

6.ii.6 The teacher knows when and how to evaluate and report learner progress against standards; and

6.ii.7 The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs

6.iii.3 The teacher is committed to providing timely and effective descriptive feedback to learners on their progress;

6.iii.4 The teacher is committed to using multiple types of assessment processes to support, verify, and document learning;

6.iii.5 The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs; and

6.iii.6 The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

### Standard Seven – Planning for Instruction

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

#### PERFORMANCES:

- 7.i.1 The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners;
- 7.i.2 The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners;
- 7.i.3 The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill;

#### ESSENTIAL KNOWLEDGE:

- 7.ii.1 The teacher understands content and content standards and how these are organized in the curriculum;
- 7.ii.2 The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge;
- 7.ii.3 The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning;

#### CRITICAL DISPOSITIONS:

- 7.iii.1 The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction;
- 7.iii.2 The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community;
- 7.iii.3 The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning; and
7.i.4 The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest; 7.i.5 The teacher plans collaboratively with professionals who have specialized expertise (for example, special educators, related service providers, language learning specialists, librarians, and media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs; and 7.i.6 The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

7.ii.4 The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs; 7.ii.5 The teacher knows a range of evidence-based instructional strategies, resources, and technological tools, including assistive technologies, and how to use them effectively to plan instruction that meets diverse learning needs; 7.ii.6 The teacher knows when and how to adjust plans based on assessment information and learner responses; and 7.ii.7 The teacher knows when and how to access resources and collaborate with others to support student learning (for example, special educators, related service providers, language learner specialists, librarians, media specialists, and community organizations).

7.iii.4 The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

### Standard Eight Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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<tr>
<td>8.i.1 The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners;</td>
<td>8.ii.1 The teacher understands the cognitive processes associated with various kinds of learning (for example, critical and creative thinking, problem framing and problem solving, invention, and memorization and recall) and how these processes can be stimulated;</td>
<td>8.iii.1 The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction;</td>
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<td>8.i.2 The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs;</td>
<td>8.ii.2 The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;</td>
<td>8.iii.2 The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication;</td>
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<td>8.i.3 The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest;</td>
<td>8.ii.3 The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks;</td>
<td>8.iii.3 The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning; and</td>
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<tr>
<td>8.i.4 The teacher varies his or her role in the instructional process (for example, instructor, facilitator, coach, and audience) in relation to the content and purposes of instruction and the needs of learners;</td>
<td>8.ii.4 The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, and visual) convey ideas, foster self-expression, and build relationships;</td>
<td>8.iii.4 The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</td>
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8.i.5 The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances;

8.i.6 The teacher engages all learners in developing higher order questioning skills and meta-cognitive processes;

8.i.7 The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information;

8.i.8 The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes; and

8.i.9 The teacher asks questions to stimulate discussion that serves different purposes (for example, probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.

8.ii.5 The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning; and

8.ii.6 The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

**Standard Nine – Professional Learning**

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

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<tr>
<td>9.i.1 The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and State standards;</td>
<td>9.ii.1 The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his or her practice and to plan for adaptations/adjustments;</td>
<td>9.iii.1 The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice;</td>
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<tr>
<td>9.i.2 The teacher engages in meaningful and appropriate professional learning experiences aligned with his or her own needs and the needs of the learners, school, and system;</td>
<td>9.ii.2 The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly; and</td>
<td>9.iii.2 The teacher is committed to deepening understanding of his or her own frames of reference (for example, culture, gender, language, abilities, and ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families;</td>
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<tr>
<td>9.i.3 Independently and in collaboration with colleagues, the teacher uses a variety of data (for example, systematic observation, information about learners, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice; and</td>
<td>9.ii.3 The teacher knows how to build and implement a plan for professional growth directly aligned with his or her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</td>
<td>9.iii.3 The teacher sees himself or herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice; and</td>
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<tr>
<td>9.i.4 The teacher actively seeks professional, community, and technological resources, within and</td>
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<td>9.iii.4 The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.</td>
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The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### Standard Ten – Leadership and Collaboration

#### PERFORMANCES:

| 10.i.1 | The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student’s learning; |
| 10.i.2 | The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners; |
| 10.i.3 | The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals; |
| 10.i.4 | The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement; |
| 10.i.5 | Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being; |
| 10.i.6 | The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice; |
| 10.i.7 | The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues; |
| 10.i.8 | The teacher uses and generates meaningful research on education issues and policies; |
| 10.i.9 | The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles; |
| 10.i.10 | The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change; and |

#### ESSENTIAL KNOWLEDGE:

| 10.ii.1 | The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners; |
| 10.ii.2 | The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning; |
| 10.ii.3 | The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts; and |
| 10.ii.4 | The teacher knows how to contribute to a common culture that supports high expectations for student learning. |

#### CRITICAL DISPOSITIONS:

| 10.iii.1 | The teacher actively shares responsibility for shaping and supporting the mission of his or her school as one of advocacy for learners and accountability for their success; |
| 10.iii.2 | The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals; |
| 10.iii.3 | The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning; |
| 10.iii.4 | The teacher takes responsibility for contributing to and advancing the profession; and |
| 10.iii.5 | The teacher embraces the challenge of continuous improvement and change. |
The teacher takes on leadership roles at the school, district, State, and/or national level and advocates for learners, the school, the community, and the profession.

**Standard Eleven – Ethical Practice**

The teachers acts in accordance with legal and ethical responsibilities and uses integrity and fairness to promote the success of all students.

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<tr>
<td>11.i.1 The teacher reflects on his or her personal biases and accesses resources to deepen his or her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences;</td>
<td>11.ii.1 The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others;</td>
<td>11.iii.1 The teacher recognizes that an educator's actions reflect on the status and substance of the profession;</td>
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<td>11.i.2 The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media;</td>
<td>11.ii.2 The teacher understands laws related to learners' rights and teacher responsibilities (for example, for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse, and responding to harassment, intimidation, bullying, and suicide);</td>
<td>11.iii.2 The teacher upholds the highest standards of professional conduct both as a practitioner in the classroom and as an employee vested with the public trust;</td>
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<tr>
<td>11.i.3 The teacher promotes aspects of students' well-being by exercising the highest level of professional judgment, and working cooperatively and productively with colleagues and parents to provide a safe, healthy, and emotionally protective learning environment;</td>
<td>11.ii.3 The teacher understands his or her professional responsibilities as reflected in constitutional provisions, statutes, regulations, policies, and collective negotiations agreements; and</td>
<td>11.iii.3 The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore deals with them justly and considerately; and</td>
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<tr>
<td>11.i.4 The teacher maintains the confidentiality of information concerning students obtained in the proper course of the educational process and dispenses such information only when prescribed or directed by Federal and/or State statutes or accepted professional practice;</td>
<td>11.ii.4 The teacher knows and understands strategies to foster professional and productive relationships with students and colleagues.</td>
<td>11.iii.4 The teacher recognizes his or her obligation to the profession of teaching and does not engage in any conduct contrary to sound professional practice and/or applicable statutes, regulations, and policy.</td>
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<tr>
<td>11.i.5 The teacher maintains professional relationships with students and colleagues;</td>
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<td>11.i.6 The teacher provides access to various points of view without deliberate distortion of subject matter; and</td>
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<td>11.i.7 The teacher fosters and maintains a school environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by recognizing, understanding, and conducting themselves in a sound and professionally responsible manner.</td>
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**InTASC: Interstate Teacher Assessment and Support Consortium**

The New Jersey Core Curriculum Content Standards were first adopted by the State Board of Education in 1996. The standards are not curriculum, which is decided at the local level. Rather, the standards describe what students should know and be able to do upon completion of a thirteen-year public school education. The standards are also designed to help teachers prepare our students to be college- and career-ready.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed 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 need. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution.

The New Jersey Core Curriculum Content Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following:

- 21st-Century Life and Careers;
- Comprehensive Health and Physical Education;
- Science;
- Social Studies;
- Technology;
- Visual and Performing Arts; and
- World Languages.


Standards for Mathematics and Language Arts Literacy are part of the Common Core State Standards initiative coordinated by the Council of Chief State School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations. The New Jersey State Board of Education adopted the Common Core State Standards in 2010. The most recent review and revision of the standards occurred in 2014.

The standards focus on core concepts and procedures starting in the early grades, which gives teachers the time needed to teach them and gives students the time needed to master them.

For grades K-8, grade-by-grade standards exist in English language arts/literacy and mathematics. For grades 9-12, the standards are grouped into grade bands of 9-10 grade standards and 11-12 grade standards.
The Specialty Professional Association (SPA) standards are professional teaching standards by content area as established by official national organizations. If you have not already done so, please become familiar with the national standards in your subject area. These standards serve as the cornerstone for the national education reform initiative. Each organization has placed a strong emphasis on developing performance benchmarks for grades P-12 that reflect a national perspective on student achievement. You will need to refer to these when planning lessons and units.

The SPA standards are grounded in research and best teaching practices. They tap the theoretical and pedagogical knowledge, skills, and dispositions that teacher candidates should be demonstrating when teaching and collaborating with parents and colleagues.

Provided below are the web links for professional teaching standards by content area as established by official national organizations. Some of the web sites have a specific link to the standards; for others, you will have to enter the word “standards” and/or “advanced search”.

Art - NaEA: National Art Education Association

Elementary - ACEI: Association for Childhood Education International [www.acei.org](http://www.acei.org)


ESL - TESOL: Teachers of English to Speakers of Other Languages [http://www.tesol.org](http://www.tesol.org)

Foreign Languages - ACTFL: American Council on the Teaching of Foreign Languages [http://www.actfl.org](http://www.actfl.org)

Health - AAHPERD, AAHE: American Alliance for Health, Physical Education, Recreation and Dance, American Association for Health Education


Middle School - Association for Middle Level Education [www.amle.org](http://www.amle.org)


P-3 – NAEYC: National Association for the Education of Young Children [www.naeyc.org](http://www.naeyc.org)

Reading - IRA: International Reading Association [http://www.reading.org](http://www.reading.org)


Special Education - CEC: Council for Exceptional Children [http://www.cec.sped.org](http://www.cec.sped.org)
THE CLINICAL FACULTY

The clinical faculty is responsible for the on-site mentoring/supervision of teacher candidates assigned to the public and private schools or agencies of New Jersey. Their primary responsibility is to guide the student and ensure that this rigorous, full-time experience is based on educational research and linked to local, state, and national standards.

As an official representative of Monmouth University, the clinical faculty acts as a liaison between the university and the participants in the host school - the teacher candidate, the cooperating teacher, and the school administration - and serves as a resource person for these individuals. The clinical faculty looks for observable growth in the teacher candidate’s instructional competence, confidence, disposition, comprehension of the teaching-learning process, and effect on P-12 student learning.

The School of Education wants our teacher candidates to view their relationship with the clinical faculty as one in which they can discuss problems openly and frankly. Mutual analysis and collaboration should result in procedures for solving problems.

The clinical faculty visits the teacher candidate throughout the semester. Although most clinical faculty inform the teacher candidate of an impending visit in advance, notification is not required. Each clinical faculty completes a minimum of six visits (see Appendix B).

The clinical faculty provides professional guidance and feedback. The clinical faculty completes:

- A total of five (5) Clinical Faculty Observation Reports (one for each formal observation based on the scoring guide found in the syllabus). Observations to include one technology lesson and one videotaped lesson.
- A review and discussion on required weekly reflection topics
- A Midterm Student Teaching Progress Report (with input from the cooperating teacher)
- A Student Teaching Final Evaluation (with input from the cooperating teacher)
- A Teacher Work Sample Evaluation based on the scoring guides found in the syllabus (form found in Appendix G)
- A review of the teacher candidate’s notebook during each visit
Responsibilities of the Clinical Faculty

1. Meet with the teacher candidate at the start of the semester to discuss requirements and procedures.

2. Make sure the teacher candidate has the necessary information to make contact with you.

3. Have each student complete a Schedule for Clinical Faculty form for your convenience.

4. Visit a minimum of six (6) times, five (5) times to observe the teacher candidate in accordance with N.J.A.C. 6A:9A-3.3 (b) and one (1) visit to review the TWS. It may be necessary to visit a teacher candidate more frequently if they are having difficulty in their situation. Two (2) observations need to be completed during the presentation of the TWS. It is required that student teachers be observed throughout the entire semester (see Appendix B).

5. Arrange visits to the school so the same subjects/classes are not observed each time.

6. Notify the principal’s office of your presence in the school on each visit; try to confer with the principal at least once. Give the principal a copy of the Student Teaching Handbook. In accordance with N.J.A.C. 6A:9A:3.2, it is required that student teachers be under the direct and continuous personal supervision of an appropriately certified cooperating teacher (see Appendix B).

7. Review and discuss the weekly reflections that the teacher candidate is required to submit electronically.

8. Review the teacher candidate’s notebook at each formal observation. Check lesson plans, Teacher Work Sample, instructional materials, assessments, attendance sheet, etc. and provide guidance and comments as appropriate. The TWS must be included in the notebook.

9. Confer with the teacher candidate and cooperating teacher during visits.

10. When appropriate and possible, plan a conference with the teacher candidate, cooperating teacher and clinical faculty.
11. Complete a Clinical Faculty Observation Report that is shared with the teacher candidate after each observation. Give guidance to the prospective educator so she/he can reflect and self-evaluate. Submit the original report to the Office of Certification, Field Placements, and School Partnerships after each observation. They must be emailed to teaching@monmouth.edu. Suggestions should be offered and areas needing improvement noted. Please contact the Director of Field Placements if there are any concerns or problems.

12. Develop the Midterm Student Teaching Progress Report with input from the cooperating teacher. Discuss the evaluation with the teacher candidate. The written identification of strengths and needs should help the student direct his/her efforts during the remainder of the student teaching assignment. Please document (in writing) any weaknesses and issues that have been identified and immediately contact the Director of Field Placements. Submit the report to the Office of Certification, Field Placements, and School Partnerships.

13. After consultation with the cooperating teacher, develop a final evaluation and meet with the teacher candidate to discuss this report. Submit the Student Teacher Final Evaluation Report to the Office of Certification, Field Placements, and School Partnerships.

14. Consult with the cooperating teacher in developing appropriate suggestions for the teacher candidate to improve performance.

15. As soon as a clinical faculty becomes aware of any serious problem that may necessitate altering or changing a teacher candidate’s placement, the Director of Field Placements must be informed immediately. The clinical faculty should initiate an on-site conference with the student and cooperating teacher. The problem(s) should be defined and an immediate plan drafted to resolve the issue(s). The plan should describe expected teacher candidate activities and establish performance evaluation criteria for the remainder of the student teaching experience.
Observing Teacher Candidates in Special Education Placements

- Are the lessons linked to the New Jersey Core Curriculum Content Standards, the Common Core State Standards, the NJPST, and the CEC standards?
- Is the lesson based on learner outcomes and linked to assessment according to students Individualized Education Program (IEP)?
- Is the teacher candidate familiar with students' IEPs?
- Is there evidence of modeling, scaffolding, multi-sensory instruction and the use of varied appropriate strategies?
- Is the assessment linked to instruction in a continuous, seamless manner?
- Are appropriate modifications and adaptations made as needed?
- Are the students engaged and motivated?
- Are the instructional materials age and grade appropriate?
- Is there evidence of guided and cooperative practice?
- Are the expectations realistic (age, grade, interest, learner characteristics)?
- Does the teacher candidate focus on establishing a community of learners?
- Does the teacher candidate monitor behavior and use appropriate techniques such as social problem solving and conflict resolution?
THE COOPERATING TEACHER

The faculty, administrators, and staff of the School of Education at Monmouth University appreciate your willingness to assume one of the most important and meaningful roles in the preparation of future teachers. You are a major force in your teacher candidate’s professional preparation. It is a wonderful and exciting mentoring responsibility.

Student teaching is one of the most important activities a pre-service student will experience before assuming the responsibilities of a classroom. The teacher candidate is a novice who will look to you for help, guidance, suggestions, support and an opportunity to work with students in a supervised setting. It is imperative that you nurture and support the teacher candidate’s efforts in a positive manner. This is not to suggest that you place a stamp of approval on behaviors that are unsuccessful and/or inappropriate. Rather, it is a reminder that this student is a novice, not an experienced teacher. Constructive criticism is welcomed and appropriate. Praise, encouragement and positive reinforcement are also beneficial.

Please be as clear and direct as possible in your expectations. As you model teaching behaviors, assessment, and instructional strategies explain to the teacher candidate what you did and why you made certain decisions. The results of your own effective teaching practices need to be clear to this beginning professional. As the teacher candidate begins to co-teach, offer to act as a sounding board as the candidate examines and evaluates his/her own teaching decisions and performance. Please discuss and collaborate with your teacher candidate as he/she develops and implements the Teacher Work Sample.

We at Monmouth University owe you a great debt for your commitment to the profession and for the service and guidance that you will provide your teacher candidate. Your knowledge, experiences, and skills, utilized in your role as mentor and model in accordance with the NJ Professional Standards for Teachers, N.J.A.C. #6A:9-3.3, are crucial to the professional development of your teacher candidate. The very fact that you’ve been selected as a mentor teacher is a testament to your professionalism, commitment, and teaching skills. NJ Administrative Code 6A:9-10.3 Supervision of practicum students (see Appendix B).

To view orientation and pertinent information, please refer to the Monmouth University eCampus site: https://ecampus.monmouth.edu/login_guest.php Log in.
User Name: cooperating.teacher
Password: teaching15
Select course: Student Teaching (this is a view only site)
Cooperating Teacher’s Roles and Responsibilities

The cooperating teacher, an experienced classroom professional with exceptional skills and qualities, is selected to supervise the initial teaching efforts of a teacher candidate. The cooperating teacher demonstrates sound teaching practices, is willing to accept responsibility for the guidance of a teacher candidate, and serves as a role model. The cooperating teacher shares responsibility with the clinical faculty for helping the teacher candidate acquire and demonstrate the knowledge, skills, and dispositions necessary to function as a successful classroom teacher who has a positive effect on student learning. In accordance with N.J.A.C. 6A:9A-3.2, it is required that student teachers be under the direct and continuous personal supervision of an appropriately certified cooperating teacher (see Appendix B).

✓ Prepare the class for the teacher candidate. Be clear and consistent about the teacher candidate’s duties and authority within the classroom.

✓ Familiarize the teacher candidate with the school. Identify those areas of the building that are for staff use only. Point out rest room facilities, cafeteria, library, parking areas, etc.

✓ Introduce the teacher candidate to staff members, administration, and other support personnel.

✓ Find a location where the teacher candidate can work and keep personal and professional materials in the classroom.

✓ Explain record keeping procedures: attendance reports, report cards, grade books, cumulative folders, and the school’s policies and procedures.

✓ Allow the teacher candidate to assume some or all of your duties, including homeroom, hall duty, cafeteria, clubs, playgrounds, faculty meetings, and PTA – all to the degree permitted by your school administrator.

✓ Orient the teacher candidate to the New Jersey Core Curriculum Content Standards, the Common Core State Standards and the New Jersey Professional Standards for Teaching. Discuss how the standards are applied in the program or curriculum for your subject/grade and the resources that are available.

✓ Specify what units of work are to be covered during the time the teacher candidate is in charge of your class/classes. Reach a clear understanding of what you would like your class/classes to accomplish during the teacher candidate’s experience.

✓ Collaborate with the teacher candidate on topic selection and preparation of the Teacher Work Sample Unit.
✓ Have a set of textbooks available for the teacher candidate. Include helpful materials such as schedules, class rolls, school handbooks, curriculum guides, pertinent district/school policies, etc.

✓ Explain how you assess the students in your classroom and how you determine the effect of your teaching on student learning.

✓ Explain the modification and adaptations you make for students with special needs

✓ Make pupil data available to the teacher candidate as appropriate and according to district/school policy. Explain how this data is analyzed to determine student growth.

✓ Encourage and assist the teacher candidate in observing other classes and attending faculty meetings, PTA meetings, and other appropriate professional meetings or school events.

✓ Explain how you inform and involve families to promote effective home/school partnerships.

✓ Establish an understanding with the teacher candidate concerning the form and due dates for lesson plans and unit plans. (While the school may only require that condensed lesson plans be completed for each subject/class, the university requires that the teacher candidate keep detailed unit and lesson plans.)

✓ Discuss with your teacher candidate how you will co-teach during the semester. Plan how the teacher candidate will take responsibility during the semester for the remaining subjects/classes. The clinical faculty should have input in these decisions.

✓ After the teacher candidate instructs during a lesson, discuss the strengths of the lesson, its presentation and areas needing improvement. Be straightforward, detailed, and clear in the evaluation. Encourage reflection by the teacher candidate.

✓ Assist in the selection of materials, use of instructional teaching techniques and the development of a classroom environment that promotes student engagement and time on task.

✓ Provide information on procedures and practices (criteria for grading and testing, discipline, etc.).

✓ Discuss the progress of the classroom students with the teacher candidate often during semester.

✓ As confidence grows and as school policy permits, allow the teacher candidate greater control of the classroom, but be present and available for assistance if the need arises.

✓ Discuss the importance of professional development and explain your professional development activities.
When a clinical faculty visits, please consult with him/her and share your evaluation of the student. Be candid in your assessment of the strengths and weaknesses and report problems to the clinical faculty. Please do not withhold criticisms or problems until the end.

Communicate with the clinical faculty concerning the teacher candidate’s progress and play an active role in the midterm and final evaluation process.

Complete progress assessments based on your observation of the teacher candidate at Week 5 (Appendix K) and Week 12 (Appendix L).

Inform the clinical faculty and building principal immediately if the teacher candidate encounters serious difficulties. Please also feel free to contact the Monmouth University Director of Field Placements.

Suggested Schedule for Student Teaching

The following is a guideline and is subject to local conditions and student readiness. Please note that the teacher candidate schedule shown below is a SUGGESTION, and in actual practice, some candidates take on full teaching loads much earlier than suggested. **You are the best judge as to when the teacher candidate is prepared to increase his/her teaching load.**

The following weekly sequence is the Monmouth University guide for teacher candidates and should be discussed with you, the cooperating teacher. It should be modified based on the needs of the students, classroom, and school.

**WEEK 1:**  
**Observation:** Some of the time spent in the classroom the first week will be in observation and getting acclimated to the classroom environment. Learn the names of students, school personnel, and classroom management techniques.

**Participation:** Begin to assume routine classroom duties, e.g., homeroom supervision, opening activities, attendance, lunch count; assist teacher in gathering instructional materials, work with students in small groups, large groups, or individually.

**Planning:** Review and discuss lesson plans developed by the cooperating teacher. Decide on a topic for your TWS and set dates for beginning to teach. Your TWS topic must be posted in the discussion area on eCampus no later than, **Friday, September 25, 2015.**

**Reflection & Discussion:** Discuss daily instructional program and particular happenings during each day.
Submit: The Schedule for Clinical Faculty form (Appendix A) to your clinical faculty member. This enables them to schedule visits to observe you. Submit week one reflection topic: Personal Vision Statement.

WEEK 2-3: Participation: Continue to increase instructional, routine and supplemental teaching activities as well as small group, large group and individual instruction.

Planning: Continue preparation of TWS.

Teaching: Assume teaching responsibilities with the cooperating teacher, as agreed upon by your cooperating teacher and clinical faculty. Create a lesson plan template in collaboration with the cooperating teacher using Appendix C ‘Lesson Plan’ (form can be downloaded from eCampus). Always use this template to develop appropriate lesson plans. Have copies available for the clinical faculty and cooperating teacher.

Reflection & Discussion: Reflect on how the classroom environment you have created supports student engagement and learning. Anticipate a visit by the clinical faculty. Think about your initial teaching experiences what has worked and what needs to work.


WEEK 4-8: Participation: Plan for instruction, with the cooperating teacher.

Planning: Continue collaborating with the cooperating teacher.

Teaching: Gradually continue to assume responsibilities. Implement TWS. Schedule two observations with your Monmouth clinical faculty to observe your two week implementation of the TWS.

Reflection & Discussion: Think about the importance of collaboration and its impact on classroom practices. Think about the context of the class, school, and community. Identify a student with a particular need or challenge. Discuss the instructional program, specific assigned teaching responsibilities and particular daily happenings. Think about how you used formative assessments to inform instruction and develop your future lessons.
Discuss what specific technology you used and how effective it was for student engagement and learning.


*WEEK 9-14 Participation: Assume full participation in all areas of teaching responsibility. Collaborative teaching schedule during your final week will be determined via consultation with the cooperating teacher and Monmouth Clinical Faculty and is concluded by the end of week 14.

Planning: By week 14 tie up all loose ends (e.g., teaching of units, recording of grades and other record keeping, returning of textbooks, library books and other instructional materials).

Reflection & Discussion: Reflect on planning with the ‘end in mind’ as it refers to establishing clear objectives and learner outcomes. Reflect on best practices observed. Reflect on parent interactions and opportunities you may have had to interact with parents. Discuss classroom environment issues. Reflect on what instructional plans and or interventions you have implemented to help your case study student. Think about your professional growth needs: areas of strength and areas that need additional development. Revisit your vision statement. Were your expectations realistic?


* Students assigned for split placements will begin their second placements on Monday, October 26, 2015. Students with split placements should discuss their teaching responsibilities with the cooperating teachers and the clinical faculty.
Professional Development Hours

In order to meet the Required Professional Development for Teachers regulations, all professional development opportunities must be delineated in an educator’s Professional Improvement Plan (PIP) and must be consistent with the preamble and standards developed by the New Jersey Professional Teaching Standards Board (PTSB) and approved by the Commissioner of Education. Only professional development activities that conform to the professional development standards and the PTSB mission, and that are clearly outlined in the educator’s PIP, will be credited toward required hours of professional development.

“A mentor or cooperating teacher will accrue one hour of professional development credit for each week of supervision.”

Cooperating teachers are eligible for fifteen professional development hours, provided the teacher’s PIP, as determined by the teacher and the clinical faculty, and specifies this activity as part of the teacher’s professional development. Monmouth University will issue a certificate to the cooperating teacher, at the end of the semester, for professional development documentation. Please understand that the decision regarding professional development hours rest with your administration.

Honorarium for Cooperating Teachers

An honorarium will be paid to the cooperating teacher by Monmouth University upon fulfillment of all cooperating teacher duties at the end of the semester. The fee will be divided if more than one teacher shares this responsibility.

Cooperating teachers are asked to complete the Payment For Contracted And Professional Services form (Appendix J) and return it to the Office of Certification, Field Placements, and School Partnerships by November 1 for the Fall semester or March 14 for the Spring semester in order to receive the honorarium as well as the certificate for professional development documentation. Honorariums and certificates are mailed separately at the end of the semester.

Please mail to:

Monmouth University
School of Education ~ Office of Certification, Field Placements, and School Partnerships
400 Cedar Ave.
West Long Branch, NJ 07764-1898

Or fax to: 732-263-5277
What Teacher Candidates Appreciate

A COOPERATING TEACHER WHO ...

- makes the teacher candidate feel welcome and comfortable in the school.
- is available and willing to respond to questions and concerns of the teacher candidate.
- positively co-teaches with the teacher candidate.
- gives formal and informal feedback to the teacher candidate on planning, lessons, assessment, instruction, classroom environment, and reflection.
- identifies topics or items on which the teacher candidate should focus on during the day.
- encourages the teacher candidate to try his/her own ideas and not to be a ‘carbon copy’ of the cooperating teacher.
- demonstrates a variety of teaching and assessment strategies.
- models directing and using support personnel including para-professionals in the classroom.
- takes the teacher candidate to faculty meetings, committee meetings, and professional development sessions.
- helps the teacher candidate think about personal management style and its effectiveness with students.
- familiarizes the teacher candidate with informal and diagnostic screening tests and discusses how to use test results to determine the effect on student learning and as a link to future instruction.
- shares grading procedures and practices, school and/or district grading policies.
Graduation

An **APPLICATION FOR GRADUATION** should be filed with the Office of Registration and Records when a student has earned at least 80 credits. It is the student’s responsibility to see that all requirements for graduation are met. Graduation applications are available online through Web Advisor. Go to:

- eForms
- Document Library (Book Shelf)
- MU Group 3
- Application for Graduation.Diploma.Certificate

The **deadline to apply** for **January 2016 graduation** is **Sunday, November 1, 2015**.

You **MUST APPLY FOR GRADUATION**, regardless of whether or not you plan to participate in Commencement. If you do not apply, you will not to graduate, and your application for certification to the New Jersey Department of Education cannot be processed.

Commencement is Friday, January 15, 2016

**AchieveNJ for Teachers**

Nothing impacts student learning in schools more than teachers. All New Jersey students deserve great teachers, and all New Jersey teachers deserve meaningful opportunities for growth. In 2012, the Legislature unanimously passed a law requiring new teacher and principal evaluations to be implemented by the 2013-2014 school year. AchieveNJ is designed to recognize those who excel, identify those who need additional support, and provide meaningful feedback and professional development to all teachers.

The system was created by New Jersey educators for New Jersey educators.

Use the following link to the NJDOE website for information on AchieveNJ: [http://www.state.nj.us/education/AchieveNJ/](http://www.state.nj.us/education/AchieveNJ/)
New Jersey Certification Process

All procedures for certification will be explained at the **Fall 2015 Certification Meeting** on **Monday, December 14, 2015**. Attendance is mandatory. See the eCampus calendar for details.

Monmouth University recommends certification to the New Jersey Department of Education (NJDOE) Office of Licensing and Credentials on behalf of students who:

1. Complete all required coursework for their area of certification. *You must possess a major, or its equivalent, in a special area in order to qualify for certification in that specialty area. Simply attaining a passing score on a Praxis Series II test does not make you eligible for certification in that area.*

2. Apply for graduation through the Office of Registration and Records.

3. Pass all required Praxis II test(s) for their area(s) of certification. Monmouth University must receive an official notice of your Praxis II test results directly from Educational Testing Service (ETS) prior to student teaching. Spanish, Bilingual/Bicultural and ESL students must also provide documented proof of a passing score on the ACTFL - OPI and WPT (as applicable) prior to student teaching.

4. Meet the NJ Physiology and Hygiene requirement.

5. Meet the GPA requirements: Undergraduate 2.75   Graduate 3.0

6. Attend the **Fall 2015** meeting to complete an Application for Certification. The application will be notarized and you will be required to provide payment of the state certification fee to Monmouth University (there is no University fee for this service). See the New Jersey State Department Office of Licensure and Credentials Fee Schedule: N.J.A.C. 6B-5.4.

7. **Expediting the certification process is possible if you have a definite offer of employment.** A copy of a letter of intent to hire or a copy of your contract must be submitted prior to certification.

Then:

1. The Credential Officer will request official transcripts for evaluation. Applicants who successfully meet all requirements will be recommended to the NJDOE for licensing.

2. The NJDOE matches the social security number on your certification application materials with the social security number you provided to ETS when you took and passed the Praxis II. The
state sends certificates directly to applicants. This process takes approximately six to eight weeks.

3. You will be issued a Certificate of Eligibility with Advanced Standing (CEAS) in your designated area of teacher preparation. A CEAS is the initial New Jersey teaching certificate which provides an applicant with the opportunity to seek employment.

4. **Paper certificates will no longer be issued**

**Online Certificate Information:** All information about certificates will be available online, including certificate name, certificate ID number, date of issuance, and expiration date if applicable. Teacher Certification Information System: [http://www.nj.gov/education/educators/license/](http://www.nj.gov/education/educators/license/)

If you plan to teach in New Jersey:

1. You will be eligible to officially accept a teaching position in a NJ public school or an approved private school.
2. The employing school/district notifies the state and agrees to provide support of the beginning teacher; a Provisional Certificate is issued. The beginning teacher is mentored and supervised according to state and district policies. At the end of the provisional year, an evaluation report includes one of three recommendations:
   - **Approved:** NJDOE issues a Standard Certificate (valid for life).
   - **Insufficient:** The CEAS remains in effect for a maximum of one more year.
   - **Disapproved:** The CEAS is invalidated. The beginning teacher may appeal this decision to the State Board of Examiners.
3. The beginning teacher who has successfully completed the provisional period during the first year of employment will be issued a Standard Certificate which is valid for life.

If you plan to teach in another state:

1. You must first determine what reciprocity agreement exists between that state and New Jersey.
2. Contact the department of education in the new state for information regarding requirements.
3. Use the following site [www.certificationmap.com](http://www.certificationmap.com). It is a free resource for current or potential teachers that outline teacher certification guidelines on a state-by-state basis.

**Frequently Asked Questions Regarding Teacher Certification**

**How and when will I receive my NJ certificate?**

*How:* Attend the mandatory Fall 2015 Certification Meeting on Monday, December 14, 2015 to complete the required paperwork.
When: Your certification application will be processed after the degree is conferred (January, May, July and August) and your official transcript is released by the Office of Registration and Records. Monmouth University submits documents to the NJDOE Office of Licensing and Credentials, where they are linked by the social security number to your passing Praxis II test scores. The certificates are issued, printed and mailed to the candidates to the address entered on the Certification Application form. It can take the NJDOE up to two months to process your certification application.

What should I tell interviewers regarding my certificate?
School district personnel usually know that certificates cannot be issued before program completion: final grades and degrees appear on the transcript and certification fees must be processed. You can provide interviewers with a copy of your Praxis II test score(s). A copy of your most recent academic audit may help even if it does not show final grades or degree issued.

Will Monmouth University expedite my certification with the state?
Expediting the certification process is possible if you have a definite offer of employment. A copy of a letter of intent to hire or a copy of your contract from the employing school district must be submitted to the Certification, Field Placements and School Partnerships office. Upon receipt of this letter or contract we will provide you with a letter indicating that you are expected to complete a state-approved program at the end of the current semester and that the certificate will be processed soon afterwards.

What is the NJ Physiology and Hygiene requirement?
NJ requires new teachers to have a general knowledge of physiology and hygiene for certification. Currently, the requirement can be completed by the completion of a course in biology, human ecology, nutrition, nursing, sexuality, zoology, drugs and alcohol, anatomy or health and physiology. You will be notified via your Monmouth University email to schedule an appointment to take the P&H test if you DO NOT have a course that meets the requirement.

How can I obtain an additional NJ certificate based upon college credits and additional Praxis II test(s)?
Candidates who hold initial certificates through a MU teacher education program can apply directly to the state for additional endorsements in other teaching areas. Applications can be submitted online: http://www.nj.gov/education/educators/license/tcis/ or by contacting the County Office of Education in the county where you live or teach.

How can I check on the status of my license?
Teachers Certification Information System: http://www.nj.gov/education/educators/license/

Can I apply for a NJ license if I am not a US citizen?
You must complete a Non-Citizen Oath of Allegiance form and a Non-Citizen Affidavit of Intent to Become a Citizen form indicating your intention to become a naturalized citizen of the United States (forms are available in the Certification, Field Placements and School Partnerships Office). Students who are in the US on a student visa are not eligible.

For more information please refer to the NJDOE Licensing and Credentials website: www.nj.gov/njded/educators/license
Appendix A: Schedule for Clinical Faculty
Appendix B: NJ Administrative Code 6A:9A-3.2 and 6A:9A-3.3
Appendix C: Lesson Plan
Appendix D: Clinical Faculty Observation Report
Appendix D1: Clinical Faculty Effectiveness Guidelines
Appendix E: Student Teaching Midterm Evaluation
Appendix F: Student Teaching Final Evaluation (General)
Appendix G: Teacher Work Sample Evaluation
Appendix H: Student Teaching Attendance Record
Appendix J: Payment for Contracted and Professional Services
Appendix K: Cooperating Teacher Progress Assessment Week #5
Appendix L: Cooperating Teacher Progress Assessment Week #12
Appendix S: Signature Page
Appendix W: Teacher Candidate Video Critique
Appendix X: Clinical Faculty Video Critique