





# NJCU COLLEGE OF EDUCATION

# FIELD EXPERIENCE HANDBOOK

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# Part I.

## Center for Teacher Preparation & Partnerships: Overview of Field Experiences and Clinical Practices

### Center for Teacher Preparation and Partnership Contacts

Jo-Anne Mecca, M.A. [jmecca@njcu.edu](mailto:jmecca@njcu.edu)

*Director*

Brandi N.Herring, M.A [bherring@njcu.edu](mailto:bherring@njcu.edu)

*Acting Asst. Director & Certification Administrator*

Jeanne Beckner, [jbeckner@njcu.edu](mailto:jbeckner@njcu.edu),

*Secretary*

Office Telephones: (201) 200-3015, Fax (201) 200-2334

Certification: (201) 200 - 2079

Office Location: Education and Professional Studies Bldg. 203A

Office Hours: Monday through Friday, 8:30 a.m. to 5:00 p.m.

### Mission of the Center for Teacher Preparation and Partnerships

The Center for Teacher Preparation and Partnerships is an administrative service unit within the College of Education at New Jersey City University. Its mission is to coordinate the development, implementation, and the evaluation of field experiences and clinical practice for all professional education programs at New Jersey City University. In the context of the reflective urban practitioner framework, clinical and field-based experiences are designed to allow education candidates to develop the capability to analyze and interpret situations, and set a course of action. The pedagogical premise of the Center for Teacher Preparation and Partnerships is that reflective practitioners need to develop the knowledge, skills, and dispositions to help all children learn.

The Center for Teacher Preparation and Partnerships (CTPP) establishes and maintains educationally productive relations and partnerships with local school districts. The CTPP ensures that the development, delivery, and evaluation of field experiences and clinical practice is done in collaboration with our P-12 partners. The office supports the growth of our Professional Development Schools, and organizes the Professors-In-Residence and Teacher-In-Residence Programs. The CTPP collaborates with university supervisors assigned by the department chairpersons and provides professional development for supervisors, cooperating teachers, and other mentors of clinical practice.

## **Goals**

The Center for Teacher Preparation and Partnerships will provide excellent field experiences and clinical practice and continually improve the quality of teacher education and partnerships at all levels.

- The Center will administer, coordinate, monitor and evaluate field experiences and clinical practice internships for initial licensure programs, continuing teacher preparation programs, and programs which prepare other school personnel.
- The Center will serve as a liaison between NJCU and our Partnership Districts.
- The Center will provide support for the continued growth of our Professional Development Schools
- The Center will organize the work of the College of Education Advisory Council and the Field Experience Committee
- The Center will provide support for the College of Education Assessment System by collecting and maintaining data related to candidate performance and other aspects of field experiences and clinical practice.

# Field Experiences and Clinical Practice Offered at NJCU

## Undergraduate and Graduate Programs for Initial Certification

<b>Program</b>	<b>Field Experience (Observation and Practicum)</b>	<b>Internship</b>
Early Childhood P-3 Undergraduate & M.A. with P-3 Certification	Classroom observation one full day per week experience in an early childhood setting (ECE 331) <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	Full-semester internship (15 weeks full-time Internship) in early childhood settings (2 different placements: pre-K/K level and grades 1/2/3) (ECE 1480 or ECE 650) 7 observation/evaluations by university supervisor, mid and end of semester evaluations by cooperating teacher
Elementary Undergraduate	Classroom observation one full day per week experience in an elementary setting (EDU 331) <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	15 weeks full-time Internship in an elementary setting. (EDU 480) <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor, mid and end of semester evaluations by cooperating teacher</li> </ul>
Elementary & Secondary M.A.T. Program	Initial: 4 classroom observation visits. Reports evaluated by university professor. Classroom observations tied to methodology coursework. Reports evaluated by university professor. (EDU 650) 7 observation/evaluations by university supervisor, mid and end of semester evaluations by Cooperating teacher	

<p>Secondary Undergraduate (English, Social Studies, Science, Math, Spanish)</p>	<p>Classroom observation one full day per week experience in a secondary setting</p> <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	<p>15 weeks full-time Internship in a secondary setting. (EDU 480)</p> <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor</li> <li>• mid and end of semester evaluations by Cooperating teacher</li> </ul>
<p>Art Education</p>	<p>Classroom observation one full day per week experience in an art ed setting (EDU 331)</p> <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	<p>15 weeks full-time Internship in an art education setting. (ART 469)</p> <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor, mid and end of semester evaluations by Cooperating teacher</li> </ul>
<p>Music Education</p>	<p>Classroom observation one full day per week experience in a music education setting (EDU 331)</p> <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	<p>15 weeks full-time Internship in music education setting. (MDT 452) 7.5 weeks in elementary general music &amp; 7.5 weeks in secondary music.</p> <ul style="list-style-type: none"> <li>• 7 observations/evaluations by university supervisor, mid and end of semester evaluations by Cooperating Teacher</li> </ul>
<p>Health Education and School Nurse</p>	<p>Classroom observation one full day per week experience in a health education or school nurse setting (EDU 331)</p> <ul style="list-style-type: none"> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	<p>15 weeks full-time Internship in a health education setting. (HLTH 411)</p> <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor, mid and end of semester evaluations by Cooperating teacher</li> </ul>

<p>Special Education Undergraduate &amp; Graduate</p>	<ul style="list-style-type: none"> <li>• Practicum II Performance Assessment Requires Observation</li> <li>• University supervisor evaluation, Cooperating teacher evaluation</li> </ul>	<p>Internship Performance Assessment Requires Continuous Teaching Experiences (SPEC 409, 414) (SPEC 627, 628)</p> <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor</li> <li>• mid &amp; end of semester evaluations by Cooperating teacher</li> </ul>
<p>Bilingual/ESL</p>	<ul style="list-style-type: none"> <li>• 25 hours of observation of ESL/bilingual classes (MCC 617)</li> <li>• University supervisor evaluation</li> <li>• Cooperating teacher evaluation</li> </ul>	<p>Full-semester internship (15 weeks full-time Internship) in ESL/bilingual class (MCC 660-661)</p> <ul style="list-style-type: none"> <li>• 7 observation/evaluations by university supervisor,</li> <li>• mid &amp; end of semester evaluations by Cooperating teacher</li> </ul>

## Clinical Experiences in Advanced Programs for the Continuing Preparation of Teachers

Program	Field Experience or Practicum
Bilingual/ESL	<ul style="list-style-type: none"> <li>• Observe two ESL classes and write observation reports (MCC 612)</li> <li>• observation of a bilingual or ESL class (MCC 605)</li> <li>• 25 hours of observation of ESL/bilingual classes (MCC 617)</li> </ul>
Urban Education	EDU 616 Innovations in Teaching in the Urban Setting I. Reframing problem behaviors – work with specific children; EDU 618 Innovations in Teaching in the Urban Setting II. The underachievers project – devise intervention strategies for specific children. EDU 630 Teacher Research – data analysis of candidates’ classrooms. EDU 631 Teacher Research Strategy – interventions based on data analysis from EDI 630.
Music Ed	MDT 602 Curriculum Development in Music Education. Through participation of musical experiences in grades K-12, this course offers a study of music curriculum construction, development of goals and objectives, and consideration of various approaches and strategies for the development of concepts and skills.
Early Childhood Ed	ECE 633 Seminar & Practicum in ECE. Course combines field experiences in various types of ECE programs with a seminar approach relating theory and research to practice. Socio-economic survey of program/agency/school where candidate is employed
School Health Ed	HLTH 609 Supervised Field Training residency. Directed, supervised field experience in school setting. Written reports & projects and regular meetings with faculty supervisor required.
Elementary Reading	LTED 643 Practicum in Reading. Provides opportunity to apply techniques and materials to the teaching of reading to children with literacy problems one-to-one in a combined classroom & laboratory setting with close supervision.

# Clinical Practice in Programs to Prepare Candidates for Other Professional School Roles

Program	Field Experiences & Clinical Experiences
Educational Leadership	<p>Effective Spring 2005 a one week (10 – 12 hour) field experience is embedded in all required educational leadership courses except <i>EDLD 668 Research in Urban Education, Administration and Supervision</i>. These field experiences are evaluated by the faculty teaching the course in which the experience is embedded.</p> <p><i>EDLD 690 Internship for Urban School Personnel I:</i> Candidates spend 10 – 12 hours per week in the field during this full-semester capstone internship experience. Candidates develop an internship plan in conjunction with the university supervisor and a school-building mentor-sponsor.</p>
School Psychology	<p>PSYC 627 45 hours shadowing a school psychologist (field experience), evaluated by field supervisor and university faculty; PSYC 616 20 hours applied behavior analysis in schools (field experience) evaluated by university faculty; PSYC 704 20 hours assessment of cognitive function (field experience) evaluated by university faculty; PSYC 706 20 hours assessment of personality function (field experience) evaluated by university faculty; PSYC 715 45 hours academic and behavioral consultation (field experience) evaluated by university faculty</p> <p>PSYC 715 20 hours program evaluation (field experience) evaluated by university faculty</p> <p>PSYC 705 , 60 hours comprehensive psychological assessment, functional behavioral assessment (field experience) evaluated by field supervisor and university faculty</p> <p>Concurrent field experiences, up to 100 hours evaluated by university faculty</p> <p>PSYC 708 300 hours part-time externship in schools supervised by a certified school psychologist and university faculty; PSYC 710 280 hours, full-time summer externship in clinical early intervention setting supervised by a certified school psychologist or a licensed psychologist and university faculty; PSYC 709 620 hours, full-time externship in school K-12 setting supervised by a certified school psychologist and university faculty</p>

<p>School Library Media Specialist</p>	<p>In EDTC 655 Internship: School Media Centers candidates perform a 150-hour field experience which is evaluated by the faculty member who is teaching the course in which the experience is embedded.</p> <p>In EDTC 662, Advanced Field Experience, candidates perform a 75-hour field experience which is evaluated by the faculty member who is teaching the course in which the experience is embedded. This course should be taken concurrently with EDTC 661, Administration and Supervision of Library Media Centers, but may be taken after EDTC 661.</p>
<p>School Counseling</p>	<p>Experiences include: planning, placement and follow-up; counseling on many different levels; career and educational counseling; self-assessment; program assessment; and professional development. (PSYC 694 and PSYC 695) Candidate's self-evaluation, Field supervisor evaluation, University supervisor evaluation</p>
<p>Reading Specialist</p>	<p>Each intern participates in two experiences: NJCU Reading Clinic (each intern works with individual student); in a public school setting, each intern provides instruction to a student. Reading Clinic: 16 hours; School: 30 hours</p>

## **Competencies Developed in Field Experiences and Clinical Practice as Delineated in the Reflective Urban Practitioner Model**

### **FRAMEWORK I. KNOWLEDGE FOUNDATION**

1. Literacy: Candidates being prepared to work in urban settings demonstrate competence in the literacy skills required to present their subject matter to P-12 students and other school personnel.
2. Development and Learning Theory: Candidates being prepared to work in urban settings demonstrate knowledge of P-12 student development and learning theory in the context of academic settings.
3. Legal and Ethical Issues: Candidates being prepared to work in urban

settings demonstrate knowledge of the complexity of the legal and ethical issues associated with teaching and learning in P-12 classrooms.

4. Content Knowledge: Candidates being prepared to work in urban settings demonstrate the content knowledge necessary to help all students learn.

5. Family and Community: Candidates being prepared to work in urban settings demonstrate knowledge of the role that families and communities should play as valued partners in the education process, and tacit cultural assumptions of schools that may not be shared by families and communities that urban schools serve.

## **FRAMEWORK II. PEDAGOGICAL SKILLS**

6. Motivation and Behavior: Candidates will demonstrate a critical understanding of individual and group motivation and behavior, contemporary learning theories, and the use of technology to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

7. Communication: Candidates will demonstrate the use of effective verbal, nonverbal, and media communication techniques and technology to foster active inquiry, respect for cultural difference, and collaboration in the classroom.

8. Plan Services and Instruction: Candidates will demonstrate the ability to plan services and instruction based upon synthesis and evaluation of knowledge of the individual learner, subject matter, the community, and the curriculum, particularly in urban environments.

9. Instructional Strategies: Candidates will demonstrate a critical understanding of the uses of a variety of instructional strategies and technologies to encourage students' development of critical thinking, information literacy, technology, problem solving and performance skills, and demonstrate the ability to adapt the curriculum to the unique needs of the learner.

10. Assessment: Candidates will demonstrate the ability to assess different levels of development and adapt practice accordingly based on a proficient and informed use of research, reflection, and individual needs.

### **FRAMEWORK III. DISPOSITIONS FOR URBAN EDUCATION**

11. Power of Students: Candidates demonstrate a belief in the ability and potential of all learners in our urban environments to meet high expectations of academic achievement and social development.

12. Power of Schools: Candidates demonstrate a belief that schooling and education function as vehicles for economic, social, and political equality and liberation.

13. Power of Difference: Candidates demonstrate recognition and valuing of culture, language, gender, socioeconomic status, age, race, ethnicity, sexual orientation, exceptionality, and other forms of difference as assets in teaching and learning.

14. Power of Lifelong Learning and Reflection: Candidates demonstrate that they value lifelong learning and reflection and commit themselves to actively seek out opportunities to grow intellectually and professionally. Candidates demonstrate a willingness to examine and investigate personal assumptions and the ability to reflect upon and evaluate the effects of their action and choices on others.

15. Power of Empathy and a commitment to the success of all children in schools: Candidates will provide evidence that they have a personal commitment to an ethic of caring and empathy, and a commitment to promoting academic and social success of all learners.

### **PLACEMENT POLICIES**

1. Placements are made by the CTPP in conjunction with university faculty from the respective program areas and P-12 partner districts.

2. Internships are made through a cooperative and mutual arrangement with

selected schools, districts and agencies. These arrangements are initiated and completed by the CTPP. Agreements with Professional Development Schools make cluster placements of candidates available.

3. Professional interns will most often be assigned to schools in towns other than where they reside, where they went to school, where their children or siblings attend, where they have relatives employed in the school district. Some of these restrictions do not apply in the larger cities or in some programs. However it is prohibited for any candidates in any school, where family work, or attend school.

4. If there are special considerations requested in placement, they are to be made in writing to the CTPP at the time all paperwork is submitted.

5. Requests for special placements by candidates will be considered by the CTPP and departments only where there is evidence of extenuating circumstances.

6. Each candidate will be provided two opportunities to successfully complete a field experience and/or internship placement. If not successful, after two attempts, the candidate will be evaluated by the Field Experience Committee to determine his/her suitability for continuing in the program.

7. Urban placements are a priority, particularly within a Professional Development School.

COLLEGE OF EDUCATION POLICY DOES NOT ALLOW FOR ANY CHANGES IN SECURED SCHOOL PLACEMENTS FOR BOTH PRACTICUM II AND SENIOR INTERNSHIP (A SECURED PLACEMENT IS DEFINED AS ONE WHERE THE SCHOOL HAS ALREADY ACCEPTED THE STUDENT). WHEN EXTENUATING CIRCUMSTANCES ARISE (SUCH AS SERIOUS MEDICAL PROBLEMS), STUDENTS MAY CONSULT WITH THE CENTER FOR TEACHER PREPARATION AND PARTNERSHIPS AND DECISIONS WILL BE MADE ON A CASE BY CASE BASIS.

## **PARTNERSHIP DISTRICTS**

The following districts have special partnership agreements and relationships with NJCU. Representatives from these schools serve on our College of Education Advisory Council, and have agreed to support the Reflective Urban Practitioner frameworks in clinical practice. Many of the districts have designated Professional Development Schools in which partnering institutions share responsibility for (1) the clinical preparation of new teachers; (2) the continuing professional development of school and college faculty; (3) the support of exemplary practices which result in children's learning; and (4) the support of research directed at the improvement of teaching and learning. Each Professional Development School has a Professor-In-Residence from NJCU assigned to the school to help in meeting these goals. The Professor-In-Residence is a support person for all aspects of our field experiences.

### Partnership Districts:

Bayonne

Harrison

Hoboken

Irvington

Kearny

Jersey City

Newark

North Arlington

Plainfield

Secaucus

Union City

West New York

<b>Professional Development Schools</b>	<b>Professor-in-Residence</b>
Midtown Community (Bayonne)	TBA
Snyder H.S. (Jersey City)	Dr. Basanti Chakraborty
#38 James F Murray (Jersey City)	Dr. Regina Adesanya
Jefferson School (N.Arlington)	Dr. Lila Carrick
A. Harry Moore (Jersey City)	Dr. Andrew McCabe
University Academy Charter H.S. (Jersey City)	TBA
#20 Cunningham ECHD Ctr.( Jersey City)	Dr. Muriel Rand
Huber Street School – Secaucus	TBA
Maxson Middle School (Plainfield) Hubbard Middle School (Plainfield)	Dr. Susan Phifer

### **APPLYING FOR PRACTICUM II AND INTERNSHIPS:**

1. Candidates must apply for a field experience (Practicum II or Internship) in consultation with the department chair or the faculty advisor. Application deadlines can be found on the CTPP website. A passing score on the appropriate state-licensing exam is required before the Internship. Information on this exam can be obtained from the Educational Testing Service: 609-771-7395 [www.ets.org/praxis](http://www.ets.org/praxis) E-mail: [praxis@ets.org](mailto:praxis@ets.org)
2. Candidates obtain Application Form from the department chair or the faculty advisor at the time of advisement. The faculty advisor is responsible for verifying prerequisite courses and requirements.
3. Candidates submit the completed Application Form, up-to-date resume, passing PRAXIS score when applicable, candidate agreement, Degree

Progress Report to the CTPP. Candidates must submit all information together before being registered for Practicum II or Internship. Candidates can obtain resume guidelines and information about the Mantoux requirement from the CTPP. Candidates will not be registered for a field placement nor will they be assigned a field placement until all documents (Application Form, PRAXIS scores, Candidate Agreement, Degree Progress Report, Resume) have been submitted to the CTPP. State regulations require that all candidates submit written evidence that they do not have a significant Mantoux intradermal reaction within six month prior to beginning their field experience. A candidate with a positive reaction to the Mantoux must submit a physician's report and an evaluation of a chest x-ray.

4. The Director and the Assistant Director of the CTPP will review Application Forms, resumes, candidate agreement, and Degree Progress Reports to determine if placement eligibility criteria have been met. Department Advisors are responsible for verifying academic requirements.

5. The CTPP contacts school districts and agencies regarding placements and makes contractual arrangements for internships.

6. The CTPP notifies candidates of internship location prior to internships if possible as well as whether the school requests an interview.

7. The candidate contacts the district to arrange for an interview when requested.

8. The CTPP will provide two opportunities for Practicum II and Internship. Following two placement attempts, the Field Experience Committee will review the candidate's progress on a case by case basis and may recommend transfer out of the College of Education.

9. Any candidate who has been assigned a field placement and fails to attend the mandatory orientation and/or appear at the start of the placement without prior written notification to the CTPP may be withdrawn and may not reapply

for one year.

## **ADMISSION CRITERIA FOR FIELD PLACEMENTS FOR INITIAL LICENSURE CANDIDATES**

With input from departmental personnel, the CTPP arranges field and internship assignments for candidates who are recommended by the department.

### **Practicum II Requirements.**

Candidates are required to have a cumulative GPA of 2.75 or higher and a passing score on the College of Education Writing Assessment. They must also complete any introductory coursework in their program with a B- or better.

### **Internship Requirements.**

Candidates are required to have a cumulative GPA of 2.75 or higher, achieve a passing score on the College of Education Writing Assessment and a passing score on the appropriate state-licensing PRAXIS exam. They will have completed an introductory field experience and the Practicum II experience when required, all coursework leading up to the Internship with a B- or better. Candidates will be recommended for Internship only after they have demonstrated a level of personal and professional maturity which will justify such an assignment.

### **Grading Policies**

Practicum II: Candidates receive a letter grade for the Practicum II except SPEC 352 who receives a pass or fail. Candidates are assessed based on a midterm and a final evaluation by the cooperating teacher and the university supervisor. Evaluations should be submitted electronically to CTPP.

Internship: At the conclusion of the Internship experience, interns are graded by the University Supervisor in collaboration with the Cooperating Teacher. They receive a final grade of Pass or Fail. Check with appropriate department

for updated grading policy.

### **Absences**

The following procedures are to be carried out if the candidate cannot report to the assigned school:

1. Telephone the school office as soon as personnel are there.
2. Complete and submit on-line the Student Absence Report found on the CTPP website at:  
<http://coeserver.njcu.edu/ctppforms.htm>
3. Telephone the university supervisor.

One absence is permitted for Practicum II students and three for internship students. Additional absences will be made up at the end of the semester.

Absences should only be reported for illness or death in the family.

# Part II.

## Information on Practicum and Internship Experiences for Candidates in Initial Licensure Programs

### **Practicum I**

This initial field experience is embedded as part of one or more of the introductory courses in education programs and is organized and monitored by the professor of that class.

### **Practicum II: Description and Purposes**

Practicum II is designed to provide opportunities for all candidates majoring in Early Childhood Education, Elementary Education, Secondary Education, Art Education, Music Education and Special Education to observe the interactions between the various personnel of a typical urban school, observe children at a variety of ages, abilities and grade levels and work with them under the guidance of a cooperating teacher and a university supervisor. This experience also provides a unique opportunity for the cooperating teacher and university supervisor to evaluate the knowledge, skills and dispositions of the candidate seeking certification.

Specifically, Education Practicum II gives the education candidate an opportunity to:

- Assess the strengths and weaknesses of various teaching approaches
- Work with children in the candidate's area of certification under the guidance of a cooperating teacher and a university supervisor
- Develop an understanding of the urban school and the urban student in terms of educational philosophy, school mission, organizational structure and student support delivery systems
- Provide candidates with the opportunity to assess whether they wish to enter the teaching profession

- Enable cooperating teachers and university supervisors to assess a candidate's aptitude, readiness and attitude as needed for success in teaching
- Provide candidates with an experiential foundation that will assist them in lesson planning, classroom management, and mastering the content of concurrent courses
- Help candidates develop qualitative research skills and reflective thinking skills

## **General Suggestions to Practicum II Candidates**

1. It is recommended that candidates visit the school prior to the first Wednesday that the candidate is expected to report. This provides a "dry run" for travel arrangements, an introductory meeting with school personnel and needed information such as time of school opening, parking regulations, etc.
2. Candidates are expected to behave as guests of the school and to maintain professional relationships. They are required to follow all rules and regulations established for school staff members and professional guests.
3. Candidates are strongly advised to minimize other responsibilities, specifically those which involve inflexible time commitments during the semester in which they enroll for Practicum II.
4. Candidates should begin to work with a child or a group of children as soon as possible with the guidance of the cooperating teacher in giving specific directions in the development of appropriate plans and implementation.
5. Candidates must follow local school dress codes and grooming regulations.
6. In the event of any type of job action or strike by the professional staff of the mentor school, candidates must contact their university supervisor or the Center for Teacher Preparation and Partnerships for instructions.
7. New Jersey State Law states that corporal punishment is prohibited in

the public schools in the state. Title 18A, Education of the New Jersey Statutes reads: No person employed or engaged in a school or educational institution, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution; but any such person may, within the scope of his/her employment, use and apply such amounts of force as are reasonable and necessary:

- a. To quell a disturbance, threatening physical injury to others.
- b. To obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil.
- c. For the purpose of self-defense.
- d. For the protection of persons or property; and such acts, or any of them, shall not be construed to constitute corporal punishment within the meaning and intent of this section. Every resolution, by law, rule, ordinance, or other act of authority permitting or authorizing corporal punishment to be inflicted upon a pupil attending a school or educational institution shall be void.

**Absence of Cooperating Teacher.** In the case of the absence of a cooperating teacher, the candidate should report to the assigned school and consult with the school principal about the classroom assignment for that particular day. It is ordinarily recommended that the candidate not remain in the classroom with the substitute teacher, but that the candidate be reassigned for observation to another class for that particular day.

**Substitute Teaching.** Practicum II candidates are beginning their first continuous work with children in a public school system. They need to work closely with experienced teachers before being left alone with a group of children. Candidates may not remain alone in a classroom without an assigned employee. It is state policy not to permit Practicum II or Internship I candidates to substitute for regular classroom teachers who are absent from school.

## **Internship: Description and Purposes**

Internship Experience: This full time practice teaching semester is the culminating experience in the professional education sequence. It provides the opportunity to experience professional teaching under the supervision of a classroom teacher (cooperating teacher) and a university supervisor, and demonstrate the competencies delineated in the Reflective Urban Practitioner Model. During the Internship experience, the intern is expected to:

1. Develop with the cooperating teacher and university supervisor a systematic plan of experience which will help achieve the purpose of the Internship.
2. Prepare a portfolio containing a written record of lesson plans, observations and experiences which may be used as one basis for evaluating candidate achievement.

The teacher candidate is expected to engage in teaching activities under the supervision of the cooperating teacher and the university supervisor. The intern will assume, as much as possible, the same personal and professional responsibilities as teachers who are teaching in the school district. The candidate should study the procedures of the school district which describe and define the teacher's responsibilities, and should receive specific guidance from the cooperating teacher on how to fulfill these responsibilities.

The intern should become oriented to the total school curriculum, the specific objectives of the school and the characteristics of the school population and community.

As a learner and as a responsible teacher, the intern is expected to develop a capacity for reflection, critical thinking and self-evaluation. The ability to evaluate one's strengths and weaknesses is the beginning of improvement. During this experience, the intern's role is to discover how individual, personal and professional abilities prepare him/her for the teaching profession and determine how best to improve his/her teaching skills.

## **Recommendations for a Successful Internship Experience**

The following specific statements are intended as a guide to the teacher candidate in performing his/her role as a learner and teacher during their practicum and internship.

1. Make contact with the principal immediately when visiting the school and on arrival the first day of the experience.
2. Offer services to the principal and the cooperating teacher when the opportunity arises and accept graciously requests to aid in school programs, enter into the spirit of the school and become a participating member of the faculty.
3. Become acquainted as soon as possible with the work and philosophy of the school.
4. Establish a friendly, professional relationship with members of the school staff under the guidance of the cooperating teacher. Recognize administrative and supervisory officials courteously.
5. Study the children intelligently, record information carefully and use it scientifically.
6. Accept graciously the suggestions of your supervisor. Ask for help and use suggestions.
7. Consider the rights of others in using the building and equipment. Refrain from using the school telephone or materials unless requested to do so by proper authorities.
8. Do not refer too frequently to the phrase - "I have been taught". Be ready to make adjustments.
9. Hand all work in on time.
10. Refrain from adverse criticism of the school or school personnel.
11. Remain after school for needed school conferences or planning meetings with the cooperating teacher.

12. Always notify the school, the CTPP, and the university supervisor of any impending absences. One absence is permitted for Practicum II candidates and three for Internship I candidates. Any additional absences must be made up.

13. Express appreciation to the principal and the cooperating teacher at the end of the period for the privilege of working with them. Be sure that all equipment and materials are returned in good condition to their proper place.

14. Remember that the conduct of interns also reflects upon New Jersey City University.

### **Illustration of Abuses of Professional Ethics by Interns**

1. Handling school equipment carelessly, abusing it, or keeping it away from others who need it and not returning it to its proper place.

2. Expressing adverse criticism of teaching procedures, personnel and the school.

3. Ignoring regulations of the school.

4. Discussing openly confidential information available to the Intern.

5. Wasting material supplied by the school.

6. Using excuses when shortcomings are discussed.

7. Quizzing the children for the sake of idle curiosity or gossip.

8. Treating the children inconsiderately or discourteously.

9. Failing to share responsibilities with the cooperating teacher with regard to extra duties: i.e., playground, cafeteria, hall duty, study hall, and special functions.

10. Failing to meet obligations.

11. Arriving late, leaving early, or rushing out immediately after classes are dismissed.

## Suggested Internship Activity Schedule

The Internship at best is an extremely brief period in the preparation of a teacher. It is impossible for the candidate to engage in all the activities that will help to gain experience in the complete role of a teacher nor is it possible to describe all the activities that may enrich the candidate's experience.

We ask the cooperating teacher to plan with the Intern a sequence of activities which, in the cooperating teacher's judgment, the candidate may profit from during the internship. The activities will vary in form and content according to the grade level, subject area and developmental learning levels of the children. Included in this Field Experience Handbook are a wide variety of activities which the cooperating teacher may find useful in planning a program with the candidate. The plan of activities should be outlined during the first week of the Internship, entered in the candidate's portfolio, implemented and modified as circumstances require.

Criteria for a Good Schedule. The suggested activities and weekly time schedule which follow are based on the belief that the planned program of activities should do the following:

A. Help the candidate to acquire, as rapidly as possible, an understanding and appreciation of the total school: its aims and objectives; its program of study; its students, population and community; responsibilities of faculty members; and the individual teacher's responsibility in the operation of the school.

B. Help the candidate to gradually assume responsibility for a full teaching assignment by first co-teaching with the cooperating teacher and doing all those tasks that contribute to understanding the total role of the teacher; and second, by taking responsibility for teaching one subject or one class section leading to the assumption of full responsibility.

C. Help the cooperating teacher to provide full assurance that high instructional standards are maintained during the Internship period. The cooperating teacher is the immediate supervisor who approves the overall schedule of activities for the candidate, suggests methods and content for units, approves lesson plans and evaluates the effectiveness of the Intern.

Full Semester Internship. All senior internships in teacher education will be the equivalent of a full semester. The schedule of “Suggested Activities and Recommended Programs” will follow the same general sequence, i.e. starting with observation and participation and gradually incorporating expanded teaching responsibilities until full-time teaching is achieved. The exact sequence and timing of entrance into classroom responsibility by the candidate should be based on the readiness of the teacher candidates. It is recommended that readiness be determined by the candidate, cooperating teacher and the university supervisor based on field performance rather than any pre-determined schedule.

## **A Sample of One Possible Scheduling Approach**

**First Week.** Orientation, reflective observation, analysis of gradually increasing blocks of participation and NUMEROUS CONFERENCES.

**Second and Third Weeks.** Continued observation and participation and the beginning of teaching assignments, perhaps one, then two lessons a day followed by THOROUGH EVALUATIONS.

**Fourth and Fifth Weeks.** During this period, the teaching load may move from about half-time to almost full-time.

**Sixth Week** Through completion of experience full-time teaching. During the final week, however, the Intern should once again have some opportunities to observe the cooperating teacher.

Variations between elementary school internship patterns and secondary school internship are required chiefly because of the differences in scheduling and programming of subjects. In contrast to the elementary teacher, the secondary school teacher will frequently meet a larger number of different candidates and give instruction in one or two subjects rather than a complete range of subjects. The secondary school teacher candidate needs to keep in mind that he/she will be teaching several different groups of students and that it would be helpful to early on discuss with the cooperating teacher what class will be taken over first. This provides an initial focus for observation activities before actual teaching. The Internship activity schedule needs to be interpreted according to each particular situation.

## Suggested List of Activities by Week

**First Week.** The first two weeks should be utilized for getting acquainted with the school, its personnel and the students that the teacher candidate will have in his/her classes. Time should be spent conferring with school personnel who can best help the candidate become oriented.

1. Tour of community served by the school.
2. Tour of building, noting classrooms and special facilities (art, music, shops, gymnasium, cafeteria, guidance offices, auditorium, social areas, audiovisual centers, etc.).
3. Study community newspapers and other sources of information about the town.
4. Study handbooks of Parent-Teacher Council, noting programs, activities and membership.
5. Study teacher's administration manual, faculty bulletins, minutes of faculty meetings, union contracts, etc.
6. Study student handbooks, school newspapers, yearbooks and the guidance office report concerned with test records, age-grade studies, health records, occupational intentions, interest inventories and personal conferences.
7. Attend student council meetings, club meetings, athletic, musical, dramatic events, school assemblies, student rehearsals and practices.
8. Attend PTA meetings, faculty meetings and community meetings devoted to discussion of school affairs.
9. Follow a student schedule for one day (including riding on a school bus, noting the variety of experiences for students).
10. Observe lunchroom, transportation facilities and provisions for supervision of students outside the classroom.
11. Study school schedule, noting opening and closing times, length of class periods, detention hall and special features of the schedule.

12. Observe classes that you expect to begin teaching first. Note the types of students, the content and the methods used by the teacher.

13. Examine the program of studies of the school, courses of study for subject areas and note the scope and sequence of courses. Begin special study of courses for subjects to be taught.

14. Become acquainted with the methods of reporting to parents (report cards and conferences).

**Second and Third Weeks.** Orientation to the school begun the first week should continue through the Internship period. By the start of the second week the Intern should begin to contribute to the school by helping the cooperating teacher with the many related teaching duties and tasks of classroom instruction.

1. Prepare attendance register and grade book similar to the register and grade book of the cooperating teacher.

2. Work with small groups, individual students, or instructional support (mathematics, spelling, reading comprehension, group reports, interpreting answers to questions, committee work, etc.).

3. Assume responsibility for introducing current or supplementary material related to a subject matter.

4. Assume responsibility for making announcements, conducting opening exercises, supervising outdoor activities, dismissing classes, club activities and study halls. Introduce a lesson or administer and correct tests. Bring your ideas, knowledge and interests to bear on explaining a given problem. Construct some visual aids, i.e. (charts, graphs, models) and prepare a list of questions or develop an activity for students that will contribute to class understanding of the problem.

5. Study the units of work under consideration in classes that you are to teach. Note scope and sequence of unit, the project activities, the resources and the evaluation procedures. Note the grading policies and the relation of grading practices to evaluation.

6. Study daily lesson plans of the cooperating teacher noting the time devoted to each activity. Note the variety of activities. Observe techniques for motivating children, utilization of student interests and use of homework in relation to daily lessons.
7. Begin to study intensively the students in the classes or class that you will be teaching first. Identify the academic, social and emotional level of students. Note class leaders and potential problems. Endeavor to discover the special interests, family background and the past school history of class members.
8. Focus on a unit of work that will be introduced to pupils. Begin to prepare daily lesson plans to fit the unit of work.
9. Begin preparation of lesson plans for a week based on the unit of work. Be prepared, by the beginning of the third week, to teach two or three subjects in the elementary grades or one or two sections of your major subject in the secondary field.
10. Begin preparation of a unit of work, which will incorporate your ideas as approved by your cooperating teacher.
11. Focus on integrating technology into lesson plans.

**Third and Fourth Weeks.** The third and fourth weeks may be devoted to:

1. Acquiring additional understanding and appreciation of the school and students in the classes to be taught.
2. Further study and observation of content and methods in subjects and grades which the Intern will be teaching.
3. Additional experience in the management of certain classroom activities and related duties of a teacher.
4. Teaching selected lessons and classes based on lesson plans approved by the cooperating teacher.
5. Completing a unit of work based on the course of study of which daily

lesson plans will be developed; such a unit will need the careful scrutiny of the cooperating teacher. The unit may incorporate the ideas of the Intern, as supplemented and approved by the cooperating teacher.

**Fourth and Fifth Weeks.** By the fourth or fifth week, the Intern should have a reasonable grasp of the total school situation and be fully accepted as a co-teacher with the cooperating teacher. The Intern may be expected to:

1. Accept full responsibility for class activities related to teaching.
2. Assume at least a half-time teaching load (in the elementary grades three or four subjects, and in the secondary grades two or three major subjects and one minor subject) and to devote the major portion of this time to planning and working with classroom groups.
3. Know and plan for the class sections and subjects that will complete a full teaching load in the fifth or sixth week.
4. Plan regular conferences with the cooperating teacher concerning understanding of the total school, teaching techniques, lesson planning, understanding of children, discipline and management of classroom routines.
5. Have completed a unit of work which is suitable for use with a class in the secondary school or with a subject area within the elementary grades.

**Fifth and Sixth Weeks.** During the fifth and sixth weeks, the teacher candidate should:

1. Accept a majority of the teaching load responsibility.
2. Prepare adequate weekly lesson plans; manage the extra instructional duties of the teacher.
3. Teach children using planned instructional techniques, prepare and administer tests or assessments and hold work conferences with students.
4. Schedule regular conferences with cooperating teacher and university supervisor to discuss and evaluate progress.

**Sixth Week** through Completion of Experience. From the sixth week through completion of the Internship experience the following should be planned:

1. Teaching full-time.
2. The introduction of units of work prepared by the teacher candidate.
3. The recording and summarizing of all activities experienced during Internship. Organize activities under major headings according to purpose of activities.
4. Holding daily conferences with cooperating teacher with respect to Internship and portfolio materials. Preparing a section in your portfolio for self-evaluation of progress during teaching.
5. During the final week, spend some time again observing the cooperating teacher.

### **Lessons Plans**

In the candidate's professional preparation, lesson planning has been emphasized as essential to good teaching. It is expected that our teacher candidates demonstrate the ability to write relevant, detailed lesson plans and teach effectively from them. Most public schools require written plans, at least for beginning teachers. As soon as the Intern assumes responsibility for a class or a subject, he/she should be prepared to furnish written plans incorporating the New Jersey Core Curriculum Content Standards to the cooperating teacher at least two days in advance in order to profit from the suggestions and help of the cooperating teacher. The university supervisor will be interested in the types of plans developed by the candidate and will generally offer suggestions concerning such plans. All plans that are to be used in the classroom must be approved by the cooperating teacher. Plans are an integral part of the evaluation of Internship.

Daily lesson plans when used with a teaching unit should be so indicated.

- A. Topic (Problem) Objectives
- B. Activities and Content
- C. Motivation
- D. Materials
- E. Evaluation (after the lesson is taught)

The Intern can benefit greatly from the helpful guidance of an experienced teacher on how to prepare and utilize lesson plans. The candidate may use the outline for daily plans as required in the school district in which he/she is assigned or an outline of a plan suggested by the cooperating teacher. Whatever the outline, the Intern should be expected to prepare well written plans and have them approved by the cooperating teacher at least two days before presentation.

The Unit Plan or Teaching Unit The unit plan or teaching unit is a detailed guide for teaching a particular topic or problem for an extended period of time, perhaps several weeks. It contains:

- A. Title (worded as a problem)
- B. Objectives (desired outcomes)
  - 1. Understandings
  - 2. Skills and abilities
  - 3. Attitudes and applications
- C. Outline of basic content
- D. Activities (Learning Experiences)
  - 1. Initiatory or introductory
  - 2. Developmental (locate, evaluate, interpret materials dealing with questions).
  - 3. Culminating or concluding (summarizing experiences)
  - 4. Materials (materials that contribute to desired outcomes)

E. Evaluation (as the unit progresses) with analysis of student learning

It is highly desirable that our teacher candidates develop such a teaching unit and have the opportunity to use the unit with a class. Candidates may take units of work that are available in the school under guidance and adapt the units for use with their classes. The university recognizes that successful use of teaching units depends primarily on the interests, skills and abilities of the teacher. Where teaching is not based on unit development, the series of daily lesson plans should be kept together in order to show the direction and scope of the classroom work. It is important for candidates to show their ability to assess the student learning that resulted from their teaching, to analyze this learning, and make plans for improving learning and instruction.

# Part III.

## Information for Candidates in Advanced Graduate Programs

The following courses represent the clinical experiences for candidate in programs for other school personnel. Candidates should contact their department chairperson or advisor for information about registering for these courses and about current admission criteria.

### Educational Leadership

#### **Dr. Catherine Shevey, Chairperson, Educational Leadership Department**

EDLD: Starting Spring 2005, a one-week (10-12) hour field experience is embedded in all required courses except the research course. In addition the capstone experience for clinical practice is: EDLD 690 Internship for Urban School Personnel I.

### School Psychology

#### **Dr. James Lennon, Coordinator, Psychology Department**

The following courses have field experiences embedded:

PSYC 616 Therapeutic Intervention Techniques II: Educational Settings

PSYC 704 Individual Intelligence Testing

PSYC 705 Practicum in the Psychological Evaluation of the Special Needs Child

PSYC 706 Personality Assessment

PSYC 708 Seminar in School Psychology Externship I

PSYC 709 Seminar in School Psychology Externship II 3

The following courses are full-time supervised externships:

PSYC 710 Clinical Externship I

PSYC 715 Consultation and Program Evaluation

## **School Counseling**

**Dr. Patrice Dow-Nelson, Coordinator, Psychology Department**

The following courses are required clinical practice courses:

PSYC 694 Supervised Practicum in Counseling I

PSYC 695 Supervised Practicum in Counseling II

## **Reading Specialist**

**Dr. Allan DeFina, Chairperson, Literacy Education Department**

Each candidate participates in the following two field experiences:

LTED 646 Diagnostic Procedures in Reading

LTED 643 Practicum in Reading

## **Media Specialist**

### **ASSOCIATE SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION**

**Dr. Cordelia R. Twomey, Chairperson, Educational Technology Department**

EDTC 655, Internship: School Media Centers

Prerequisites: All of the other courses in the Associate School Library Media Specialist Certification must be completed before EDTC 655 can be taken.

Those courses are:

- EDTC 651, Organization
- LTED 616, Children's Literature
- EDTC 653, Selection and Acquisition
- EDTC 642, Introduction to Authoring Tools  
(formerly Introduction to Hypermedia)
- EDTC 621, Using the Internet
- EDTC 625, Using Integrated Software
- EDTC 627, Seminar

## **SCHOOL LIBRARY MEDIA SPECIALIST CERTIFICATION**

**Dr. Cordelia R. Twomey, Chairperson, Educational Technology Department**

EDTC 662, Advanced Field Experience

### **Prerequisites**

The prerequisites to this course are: EDTC 655, Internship, EDTC 618, Learning Theories, and EDTC 631, Technology Facilitator.

This course can be taken as a Prerequisite to or a Corequisite with EDTC 661, Administration and Supervision of Library Media Centers. This course cannot be taken before Administration and Supervision.

# Part IV.

## Information for Cooperating Teachers, University Supervisors, and Principals

**Special Case Reports:** School faculty supervising Practicum II and Internship Candidates should complete a Special Case Report to reveal special weaknesses or concerns. This must be done as early in the experience as possible and immediately submitted to the CTPP. The first time a concern about a candidate's performance is documented, the chairperson, supervisor and staff from the CTPP will meet and develop a remediation plan. The second time a concern about a candidate's performance is documented, the Field Experience Committee will meet and make a plan for remediation or a recommendation for transfer out of the education program. Cooperating teachers, university candidates and principals may also submit a Special Case Report to the CTPP.

**Supervisory Travel:** Supervisors are reimbursed for travel to and from the site of supervision at the rate of \$.31 per mile. The reimbursable amount is the mileage traveled from either the university or the supervisor's home, whichever is the shorter distance. Tolls are also reimbursable. Travel Vouchers should be returned to the Center for Teacher Preparation and Partnerships (Education and Professional Studies Building, Rm. 203A) and are processed at the end of each semester pending the submission of the appropriate paperwork by the supervisor.

**Payment Vouchers:** Payment vouchers for cooperating teachers are processed at the end of each semester, upon submission of all of the requisite paperwork.

§ Internship Full semester: cooperating teachers that host Interns receive a stipend of \$150.00 plus a certificate for 15 professional development hours

§ Half semester: cooperating teachers that host Interns receive a stipend of \$75.00, plus a certificate for 8 professional development hours

§ Two weeks: cooperating school nurses receive a stipend of \$25.00, plus a certificate for 2 professional development hours

§ Practicum II. Cooperating teachers are given a stipend of \$100.00 for hosting a practicum candidate weekly for a full semester, plus a certificate for 3 professional development hours.

## **The Role of the Cooperating Teacher**

A cooperating teacher occupies a unique position. He/she can demonstrate in a practical way to the intern the challenges that teaching will present, the pleasure and satisfaction gained through successful teaching, the responsibility that must be assumed in teaching and the magnitude of the task. The success of the experience for both the intern and the cooperating teacher depends upon the development of a close professional relationship between the cooperating teacher and intern. The cooperating teacher is expected to assist the intern in six important aspects of teaching:

**1. Orienting the Intern.** The cooperating teacher, from the beginning, makes the candidate feel a part of the school to which he/she has been assigned. The intern should be made aware of consultant services, facilities for guidance, health services, audiovisual equipment and the library and procedures for requisitioning supplies. All expected extra classroom duties should be defined: lunch room supervision, study halls, homeroom, bus schedules and field trips. The cooperating teacher should stress the importance of punctuality and the need to utilize time in planning work and attending meetings and conferences. They will keep an attendance calendar and alert the CTPP of excessive tardiness or absences as soon as possible.

**2. Guiding the Intern in Classroom Management.** The cooperating teacher's enthusiasm, and mastery of subject matter serve as examples and to assist an intern in developing strategies for classroom management of groups with

diverse learning abilities and behavior levels. By guiding the intern toward understanding the various needs, interests and abilities of the pupils, the cooperating teacher helps him/her attain the discipline expected.

**3. Guiding the Intern in Planning.** The cooperating teacher can help the candidate plan individual lessons, and more importantly, to create long-range plans. It is critical that candidates learn how to plan instruction based on their analysis of student learning. Candidates should begin planning individual lessons, moving gradually to planning entire weeks, and finally planning for at least a month.

**4. Guiding the Intern in Understanding Children.** To understand the students, the intern is encouraged to inquire into the special services offered by the school. By meeting parents and other teachers, the intern will have available information that may help pupils progress socially and intellectually. The cooperating teacher demonstrates the need for the candidate to take a long-range view of work during the internship. The cooperating teacher may assist the candidate in becoming acquainted with the particular cultures and backgrounds of the pupils. Opportunities may be provided for the candidate to meet parents and other teachers. The cooperating teacher can play an invaluable role in helping the candidate develop positive relationships with children and positive attitudes toward teaching as a profession.

**5. Guiding the Intern in Acquiring Teaching Techniques.** The cooperating teacher stresses the infinite patience, skill and dispositions necessary to teach at all levels. He/she allows the Intern to take on only such responsibility in teaching as he/she proves capable of doing. No class should suffer through poor management and inadequate preparation. The cooperating teacher, from wide experience, informs the intern of the sources for supplemental work. The cooperating teacher suggests to the intern the curriculum guides,

instructional materials, audiovisual aids, records and books designed to make the beginner more enthusiastic and self-confident by encouraging the intern to try out his/her own plans and procedures.

**6. Acquainting the Intern with Classroom Routines.** The cooperating teacher also introduces the intern to the mechanical procedures of the classroom. He/she shows the intern how to keep attendance in the register, the necessary housekeeping duties, procedures during emergency fire drills, hours of entering school, dismissals, library passes, cafeteria behavior and the overall policy and administration of the school. He/she also explains the cooperation expected of the intern in giving and correcting tests, checking homework and helping pupils before or after school.

## **Cooperating Teachers' Role in Practicum II**

1. Have the candidates introduce themselves to the children. Provide some means by which the candidate may learn the children's names as soon as possible.
2. Encourage the candidate to circulate through the room when the children are working independently and to provide help where appropriate.
3. Give the candidate opportunities to check a child's written work and give feedback.
4. Gradually transition the candidate into teaching the class beginning with individual children or a small group, progressing to larger groups, and eventually the whole class.
5. The candidate should assume some responsibility for helping the children with routine activities.
6. It is imperative that the candidate learn the importance of careful planning before working with the children. Therefore, it is best that the candidate might know a week ahead what will be expected so this planning can take

place. We request that the cooperating teacher work with the candidate in the development and implementation of lesson plans, then share in a process of reflection concerning the experience.

7. The cooperating teacher is asked to complete two evaluations during the course of the candidate's practicum: the mid-point evaluation and the final evaluation. At the conclusion of the practicum, the cooperating teacher is asked to evaluate the professional growth and attitude of the candidate. It is not expected that the candidate will have attained maturity as a teacher; however, it is expected that the candidate will show growth in the ability to relate to children and in the development of teaching skills, knowledge and dispositions.

### **Cooperating Teacher Checklist**

The Field Experience Handbook. Study the material in the Field Experience Handbook in order to communicate more readily with the candidate and the university supervisor. Feel free to comment on the Handbook.

Evaluation. Please assess the work of the teacher candidate using the mid-semester on line forms and submit them to New Jersey City University, CTPP, near the middle of the experience. At the conclusion of the internship, please complete and return the on line final evaluation form, the cooperating teacher survey, and the Reflective Urban Practitioner Performance Evaluation to the CTPP.

Payment Voucher. At the time you submit the final evaluation report, also submit the payment voucher to the CTPP. Because the forms are processed through several bureaucratic layers, it may take a month or more for the cooperating teachers to receive payment. Upon receipt of the payment voucher, the CTPP will process the professional development hours certificates.

CTPP Survey for Cooperating Teachers. It is important to complete the on line survey and submit to the CTPP at the end of the Internship experience. The College of Education aggregates and disseminates the data to improve the teacher preparation programs.

University Supervisor. Feel free to call upon the university supervisor for any help he/she may be able to render. Confer with the supervisor regularly regarding the Intern's strengths and weaknesses. Report shortcomings on the part of the candidate to the supervisor and the candidate.

Special Case. Should a candidate be unsuccessful or need additional support, complete and submit a Special Case Report form to the Director of the CTPP and contact the university supervisor. You may also want to telephone or e-mail the Director.

Attendance of Candidates. As the semester progresses, circle dates that the candidate is absent. When returning the final evaluation form, also return the attendance sheet for each candidate to the CTPP. If the teacher candidate has excessive tardiness, please contact the CTPP as soon as possible.

## **The Role of the University Supervisor**

The clinical and field experiences provide the College of Education the best opportunities to assess the knowledge, skills and dispositions we expect candidates to acquire as they continue through our programs. The guidance they receive, via observation and feedback from university supervisors, is critical to their success. To ensure that all candidates have the appropriate level of support during clinical and field experiences, and in accordance with the New Jersey Department of Education Administrative Code, we must insist upon minimum numbers of documented visits for both the Practicum II and Internship.

For all university supervisors who are compensated at the rate of a quarter credit load for each candidate they supervise in Practicum II, a minimum of two documented visits is required. The supervisors observe candidates on-site and complete on line evaluation forms provided through the Center for Teacher Preparation and Partnerships. The data gathered from these instruments will be aggregated as a critical component of the Unit Assessment

System. Analysis of these data will provide valuable information that is used to justify changes and strengthen our programs.

For university supervisors who are compensated at the rate of a full credit load to supervise Interns, a minimum of one documented visit every other week is required. These visits should occur over the full span of the semester and the documentation should provide a basis for assessing candidates' growth from the beginning to the end of this capstone experience.

Study the material in the Field Experience Handbook in order to answer questions of candidates and cooperating teachers.

Arrange your first visit as early as possible during the first week but not later than the second week. In compliance with the NJDOE Administrative Code, the supervisor is expected to visit each candidate every other week. The final visit should be no later than early in the final week of the semester. It is important to see the candidate at work with children. Confer with the candidate regarding what you observe. Discuss the candidate's progress with the cooperating teacher.

Meet with the principal during the semester to introduce yourself, to request an observation by the principal, and to provide the Reflective Urban Practitioner Performance Evaluation Form. Notify the principal upon entering and leaving the building. Keep in touch with the principal and assist us in building stronger partnerships with the school.

Following each visit, complete an on line performance assessment form and submit to the CTPP after each visit. In order to insure proper communication in problem cases, the CTPP will make copies of evaluations or special case reports and see that the chairpersons are alerted. The forms are located on the CTPP homepage, a link on the College of Education's Website: <http://coeserver.njcu.edu/ctpp.htm>

Should a candidate need additional supervision or special help, file a Special Case Report with the Director of the CTPP. The situation may be discussed with the Field Experience Committee. In problem cases, a conference may be held consisting of the candidate, the supervisor and members of the Committee.

During the final week of the Internship period, arrange for a individual final evaluation conference with the cooperating teacher and the candidate. Discuss his/her strengths and weaknesses. Complete the on line summative evaluation and submit to the CTPP. The candidate should see all evaluation reports.

During the Internship period, a University supervisor acts as liaison between the CTPP Director, the cooperating teacher, the school principal and the department chairperson. In this liaison capacity the supervisor has these responsibilities:

1. To explain university policy regarding Internship.
2. To brief the cooperating teacher on the background, university commitments and other information concerning the Intern.
3. To brief the candidate concerning his/her responsibilities in the community, the school and the classroom.
4. To confer with the cooperating teacher at the beginning of the semester to determine a weekly schedule that allows the Intern to gradually take complete responsibility for teaching the class.
5. To meet with the cooperating teacher at each visit concerning the progress of the Intern and aid the cooperating teacher in helping the Intern.
6. To visit the cooperating school every other week during the internship semester. Visits should be long enough to permit the supervisor to:
  - a. Review portfolios and other written materials
  - b. Observe at least one complete lesson
  - c. Confer with the cooperating teacher and Intern (and on some occasions with the principal or department chairperson)

- d. Help the candidate evaluate his/her progress
- e. Offer assistance and guidance
- f. Listen to the concerns of the Intern and/or the cooperating teacher

7. To inform the Center for Teacher Preparation and Partnerships should any problems occur regarding an intern's performance in the field.

8. To use assessment forms provided on line to document each visit. The form is submitted to the Center for Teacher Preparation and Partnerships within one week of each observation. The CTPP will provide a schedule of recommended observation dates each semester.

9. To complete a final summative evaluation form in consultation with the cooperating teacher. It is imperative that the CTPP receive the final evaluation before grade rosters are submitted to expedite the processing of certification papers for the N.J.D.O.E.

10. To attend an orientation at the start of the semester and one or two meetings during the semester.

### **Final Evaluation for Internships**

In the final evaluation for Senior Internship, the university faculty supervisor bases the report on the following criteria:

1. The judgment of the cooperating teacher regarding the proficiency of the candidate through:

- a. Regular joint conferences between the supervisor and the cooperating teacher
- b. The cooperating teacher's written evaluations submitted to the university

2. The judgment of the supervisor resulting from all his/her observations of the candidate's performance.

3. The quality of written material produced by the candidate, i.e., lesson plans or reports.

4. Conferences with the principal or other school officials regarding the candidate's contribution to the general school program.
5. Evidence of the candidate's personal or professional responsibility in such matters as keeping the supervisor notified of the changing weekly schedule and following suggestions for changes in techniques.

If a candidate does not pass Internship the supervisor must provide a record of systematic assistance that has been provided throughout the internship period. A Special Case Report should be filed in the CTPP. A candidate should not be automatically passed if the record or performance does not warrant it. However, proper documentation of adequate supervision must accompany a recommendation of failure.

## **Portfolio Review**

The portfolio is an important part of the candidate's development during the professional education sequence. The portfolio is a tool for reflecting upon course work and field experiences. The portfolio documents a candidate's growth and development as a learner and teacher. The portfolio provides a basis for determining completion of the teacher preparation sequence.

Most candidates in the NJCU professional education sequence have developed portfolio components in their course-work and field experiences and will have the opportunity to complete a final portfolio while taking the Internship seminar. While in Internship placements, candidates should document the diagnostic instruction, learning and evaluating process in which they are involved. The following materials may be useful for Interns to develop:

1. Description of community as the "setting for learning"
2. Outline of daily and/or weekly program
3. Written plans for teaching
4. Samples of children's work with analysis of how learning and instruction can be improved

5. Journal recordings
6. Special information on school, staff development, parent conferences, trips, Parent/Teacher Association meetings
7. Resources
8. Case studies and observations of candidates in classroom
9. Use of technology

### **General Suggestions to School Administrators**

It is beneficial to candidates in Practicum II and Internships for administrators to meet with them during the first day that they are on assignment in the school. Topics discussed are likely to include:

1. Areas and limits of responsibility for various school personnel.
2. Philosophy of education of the school.
3. Specific rules and procedures of the school.
4. School and community relationships.
5. Relationship of district support services to teaching and learning.

If outstanding or unusual contributions by a candidate or irregularities in candidate behavior are observed, it would be appreciated if the Center for Teacher Preparation and Partnerships were notified promptly.

**The Principal's Role.** The role of the principal is an integral factor in the professional development of the intern. The Internship experience will be enhanced for all parties if the principal engages in a number of activities before and during the Internship experience as follows:

Prior to the practicum we suggest that the principal:

1. Interview the prospective Intern.
2. Select cooperating teachers who meet the following criteria:
  - a. Have a minimum of three years successful classroom teaching with at least one year in the particular content area that the intern will be teaching

- b. Exhibit a willingness to share classroom responsibilities and professional expertise with a teacher candidate
- c. Can model the competencies of the Reflective Urban Practitioner Model.
- d. Exhibit a willingness to allow the intern to develop a “personal model of teaching”
- e. Demonstrate enthusiasm about teaching and possess a generally positive professional attitude
- f. Interact effectively with other teachers, administrators, staff members, students, parents, and university faculty
- g. Voluntarily asked to be assigned an intern
- h. Has received or is willing to participate in formal mentoring training

**During the practicum we suggest that the principal:**

1. Welcomes and introduces the intern to the school and faculty
2. Orients the intern to school policies and procedures
3. Includes the intern in staff activities and social functions
4. Conducts at least one formal observation of the intern and several information sessions, which include conferences with the intern, the cooperating teacher and the university supervisor.
5. Completes a written evaluation of the intern using the Reflective Urban Practitioner Performance Evaluation.
6. Maintains communication with the cooperating teacher and the university supervisor to monitor the intern’s progress.

# Part V. Legal Issues

## Liability of Interns

Interns are eligible for the same liability protection by the Board of Education of a public school district as given to classroom teachers employed as regular staff members, according to the following New Jersey Laws of 1967:

CHAPTER 167, LAWS OF 1967 (Assembly Bill No. 244, Approved July 25, 1967).

AN ACT to amend "An act concerning education supplementing Title 18 and repealing sections 18:5-50.2 and 18:5-50.3 of the Revised Statutes and chapter 311 of the laws of 1938," approved December 21, 1965 (P.L. 1965, c.205).

BE IT ENACTED by the Senate and General Assembly of the State of NJ:

1. Section 1 of the act of which this is amendatory is amended to read as follows:

Whenever any civil action has been brought against any person holding any office, position or employment under the jurisdiction of any Board of Education of this State, including any Intern, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or Internship, the board of education shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

2. Section 2 of this act of which is amendatory is amended to read as follows: Should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the Board of Education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.
3. This act shall take effect immediately.

### **SCHOOL STRIKE POLICY**

In the event that a strike occurs in a school district where New Jersey City University candidates are assigned for field experiences, the candidates will be removed from the district. Candidates will report to the CTPP at the University and await further instructions.

### **FINGERPRINTING LAW**

Fingerprinting Chapter 116, P.L. 1986

Law since 1986, the Department of Education requires all new district employees to undergo a background check and to be fingerprinted.

An Intern is not an employee of the school district where he/she completes the Internship experience. However, a number of our partner districts now require an Intern hold a substitute license. We therefore require all practicum and senior interns to apply at a local school district for their substitute license. The License is good throughout the State with the appropriate county endorsement. Senior Interns placed in Jersey City Public School District will need to undergo a physical exam conducted at the Board office, 346 Claremont Avenue, Jersey City.

### **REPORTING CHILD ABUSE IN NEW JERSEY**

Division of Youth and Family Services (DYFS). The law says 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 a.m. to 5:00 p.m. 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 Office of Child Abuse Control (OCAC) operates a toll-free 24 hours 7 days a week hotline (1-800-792-8610) to receive reports of child abuse and neglect. Calls received at OCAC during normal working hours are immediately referred to the appropriate district office and calls received after hours are referred to the Special Response Unit (SPRU).

DYFS accepts all allegations of child abuse and neglect by telephone and in person from all sources including identified sources, news media, and anonymous sources, sources which have incomplete information and referrals from the child or parent themselves. Upon receiving a report of child abuse or neglect, a DYFS caseworker shall investigate the allegations and take such actions as is necessary to insure the safety of the child.

**Immunity from criminal and/or civil liability.** Any person who pursuant to the law reports 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.

**Penalty for failure to report.** 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 subject to a fine up to \$1,000 or up to six months imprisonment, or both.



College of Education  
2039 Kennedy Boulevard  
Jersey City, New Jersey 07305