

## THE RUTGERS-CAMDEN TEACHER PREPARATION PROGRAM

The two pillars of any program for teacher preparation are disciplinary knowledge and practical experience. Students who complete the Teacher Preparation Program (TPP) at Rutgers Camden will demonstrate a solid knowledge of their discipline, whether the discipline is a language, a natural science, a social science, mathematics, history, fine or performing arts, or any other area of major concentration, and have extensive amounts of guided practice in teaching. We aim to produce students who know *what* they are teaching about and also *how* to teach what they know. The Program seeks to develop pre-service teachers who:

- Are competent, caring, reflective and qualified educators;
- are well prepared in their subject knowledge;
- are able to implement "best teaching practices" in their instruction;
- are proficient readers, writers, listeners, and able to model expertise in these fundamental aspects of educational practice;
- are knowledgeable about the impact of technology on education and how to use technology in an effective manner;
- are well grounded in the appreciation of diversity and global cultures;
- are seekers of information and interested in developing and supporting innovative curricular initiatives.

Student teaching is the most significant professional laboratory experience in teacher preparation programs. It represents the bridge between professional preparation and professional practice. The major goal of student teaching is to provide an opportunity for the student teacher to make practical applications of knowledge, learning principles, and techniques of teaching. The novice needs the opportunity to experience the pressures of full-time teaching and the rewards that accrue. The student teaching semester is thus both intensive and critical, demanding much patience, understanding, and cooperation among everyone involved. This handbook details the expected roles of the individuals involved in this seminal field experience.

## STUDENT TEACHING

An effective student teaching experience provides opportunities for students to synthesize and apply previous learning and experience, develop analytical and problem solving skills, and demonstrate the competence necessary to enter the profession. If student teachers are to become autonomous professionals, cooperating teachers and university supervisors must work together closely, providing the student with frequent, specific feedback on teaching behaviors and guiding the student to thoughtfully analyze the effectiveness of those behaviors based on knowledge of learning and human development. During student teaching the student teacher is expected to weigh alternatives, make reasoned choices, and assess outcomes with the expectation that these experiences will maximize his/her development as a problem solver.

## THE STUDENT TEACHING TEAM

The cooperating teacher, the university supervisor, and the student teacher should view themselves as a team, coordinated by the staff of the Teacher Preparation Program. A key word in this human endeavor is *communication*. Most problems occur when there is a breakdown in communication among team members. We encourage all team members, therefore, to keep the lines of communication open and to work together to achieve a successful experience.

### **The Teacher Candidate (Student Teacher):**

The student teacher is placed as a learner with a cooperating teacher in the classroom setting. Students should utilize course work knowledge, the expertise of the cooperating teacher, and the actual classroom experience to gain knowledge and skills needed to teach. Student teaching may be viewed as a partnership in teaching. An opportunity for experiencing and evaluating various values and beliefs about the profession exists when the student teacher is able to assume the role of a partner and co-teacher with the cooperating teacher.

Supervised teaching is professional teaching in the sense that teacher candidates are expected to behave in a professional manner. They are considered junior members of the staff and are expected to strive to make a positive impact on students and faculty, to be prompt and dependable, and to demonstrate the qualities of a professional teacher. All activities of the professional semester center on the teacher candidate; energies are primarily focused at helping this individual to become a stronger, contributing member of the school environment. The goal of the student teaching experience is to provide the student with maximum opportunity to perform to the degree that personal interest, abilities, and individuality will allow. Normally, students who experience a high degree of involvement in teaching and other school related activities report a very successful student teaching experience.

### **The Cooperating Teacher:**

The Cooperating Teacher is a highly competent teacher, one who demonstrates expertise in the classroom, is skilled in interpersonal relationships, and is interested in guiding the student teacher. The cooperating teacher has one of the most critical roles in the teacher education process. By assuming the responsibility of guiding a student teacher, the cooperating teacher affirms a commitment to the profession to aid in the development of a highly qualified beginning teacher. The cooperating teacher undertakes very definite responsibilities in the program of educating beginning teachers. Essentially, the cooperating teacher is responsible for showing the student teacher how to put into practice the principles of teaching which have been learned at the University and in pre-student teaching experiences.

### **The University Supervisor:**

The University Supervisor is a part-time Rutgers-Camden assistant instructor who serves as the liaison between the Teacher Preparation Program and the cooperating teacher to whom the student teacher is assigned. The principle responsibility of the university supervisor is to assist the student teacher in developing teaching competency. The supervisor must determine the assistance needed and then use knowledge, skill, and resources to help the student teacher. The university supervisor should be especially alert for any concerns that may develop between the student teacher and cooperating teacher. When difficulties arise, the university supervisor should strive to address the issues at hand in a prompt manner while keeping Teacher Preparation Program informed of progress.

## **CRITICAL ASPECTS OF THE STUDENT TEACHING FIELD EXPERIENCE**

### **Guest - Host Relationship**

Field experiences such as student teaching are designed to provide teacher preparation students with an opportunity to observe and participate in the professional activities of a teacher. The student teaching experience is a cooperative venture that relies heavily on the cooperation of personnel from education institutions and the college. The student teacher, as a representative of the college, has a responsibility in the development of this cooperative relationship. Being aware that the school environment will place many new demands on the student teacher's behavior is the first step toward cooperation; changing one's behavior, when appropriate, is the second and most important task in the process. The suggestions that follow are intended to help the student teacher develop a good working relationship within the school setting.

The Teacher Preparation Program at Rutgers-Camden works with a significant number of school districts each year. In each instance, student teachers are placed in a particular district because that district has invited prospective teachers to the district and has agreed to work cooperatively with college personnel in a particular segment of the teacher education program. Student teachers and college supervisors who are invited into school districts are always there as guests of the host districts. Each school district with which the university has a working relationship maintains individual regulations, procedures, instructional practices, professional philosophies, and personal and professional expectations with regard to teachers and students in teacher education. College representatives (student teachers and college supervisors), as invited guests of each district, are requested to familiarize themselves with all regulations and functions within the guidelines of each individual district. A teacher preparation student enrolling in a student teaching experience should understand that he/she is in that school district as a guest of that district. Further, the acceptance of such an assignment by the student teacher indicates; (1) an understanding of this guest/host relationship; and (2) an understanding that student teachers are expected to abide by the regulations, procedures, instructional practices, and professional and personal expectancies of the particular district in which the student has been assigned.

### **Professional Values and Behavior**

It is the expectation that all student teachers will conduct themselves in a professional manner. It is sometimes the case that the prevailing values of public school personnel conflict with the current lifestyles and ideas of students in teacher education, and students may enter the classroom unaware that their ideas, values, and habits may be in contrast to the local school district and/or community environment. Differences of opinions may range from trivial to relevant social issues including: hairstyles, skirt length, clothing worn, civil rights, morality, government, personal relationships with pupils, etc. For example, appearance problems in the past have involved hairstyles and types of clothing worn, but grooming and hygiene may also be an occasional concern. The mature student teacher relates to pupils and teachers in a professional and adult manner. Mannerisms, vocabulary, conversational style, and thoughtful behavior reflect the professionalism of the student teacher.

## **Confidentiality**

Student teachers are involved in a privileged situation in which they are exposed to a variety of confidential information. Materials, student records, school and classroom problems, and teacher lounge talk may be of a confidential nature. Public exposure to confidential information is detrimental to the rapport that has been established through Rutgers' Teacher Preparation Program and, in most circumstances, is considered a breach in professional ethics.

Parents and pupils have rights that help regulate the type and amount of testing, taping, and interviewing in which pupils may participate. Any testing, taping, or interviewing of pupils associated with the student teaching setting must be approved by the college supervisor and the cooperating teacher.

## **Legal Responsibilities of the Classroom/Student Teacher**

Some student teachers have inquired about their legal responsibilities on school property. The building administrator/or representative will prove to be a valuable resource in this area.

# **LIABILITY COVERAGE FOR STUDENT TEACHERS**

## **N.J.S.A. 18A:16-6 Indemnity of officers and employees against action, proceeding; exceptions.**

18A:16-6. Whenever any civil or administrative action or other legal proceeding has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher or person assigned to other professional pre-teaching field experience, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment or student teaching or other assignment to professional field experience, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; provided that

- a. no employee shall be entitled to be held harmless or have his defense costs defrayed in a disciplinary proceeding instituted against him by the board or when the employee is appealing an action taken by the board; and
- b. indemnification for exemplary or punitive damages shall not be mandated and shall be governed by the standards and procedures set forth in N.J.S.59:10-4.

Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

Amended 1977, c.216; 2001, c.178, s.2.

## **18A:16-6.1 Indemnity of officers and employees in certain criminal, quasi-criminal actions.**

18A:16-6.1. Should any criminal or quasi-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. No employee shall be entitled to be held harmless or have his defense costs defrayed as a result of a criminal or quasi-criminal complaint filed against the employee by or on behalf of the board of education.

Any board of education may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

Amended 2001, c.178, s.3.

## GUIDELINES FOR THE STUDENT TEACHER

The purpose of student teaching is for the student to assume gradual responsibility for the teaching of a full day in the classroom while under the supervision of a classroom teacher and a university supervisor.

During this semester, students will be able to apply what they have previously learned in actual teaching situations.

Students will be able to:

- test a variety of teaching strategies
- gain a greater understanding of your own style of relating
- understand better how individual students think and feel
- observe ways that education is influenced by external forces
- observe actual student learning
- observe the ways in which group dynamics function
- implement/ test a variety of strategies for integrating technology into the classroom

Student teaching is a full-time one-term experience. A significant amount of time will be needed to plan and prepare lessons and materials; therefore, the TPP encourages students to make appropriate arrangements during the semester in order to maximize your student teaching experience.

### RESPONSIBILITIES

#### **A. Before Student Teaching Begins**

Before the student teaching semester actually begins, students should do the following:

1. Read this handbook thoroughly
2. Make an appointment to meet with the cooperating teacher and principal
3. Become familiar with:
  - the school system's calendar (*You must follow the **school** schedule, **not** the University schedule, while student teaching. This includes holidays and vacations as well as sign in/sign out procedures.*)
  - the cooperating teacher's daily schedule, including arrival and departure times
  - the instructional materials that you will be using during student teaching
  - the policies that the cooperating teacher will want you to follow in relation to classroom procedures and the preparation of lesson plans
  - the school's administrative structure and the school district and school policy handbook
  - the physical layout of the school site
  - expectations for extracurricular activities
  - the community

#### **B. Teaching Schedule**

The Teacher Preparation Program strongly recommends that students move gradually into the student teaching experience. Begin slowly and surely – do not overextend yourself at the outset. It is suggested that students formulate a schedule for the semester *in consultation with the cooperating teacher and the university supervisor* during the first days of student teaching. The following schedule is provided as a guide. Teams should adapt it as necessary based on the unique features and demands of the specific assigned placement. Overall, the TPP expects that students will **not** be teaching until Week 2 but will be carrying a full teaching load by the 9<sup>th</sup> or 10<sup>th</sup> week.

**Some suggested Duties/Activities for a Student Teacher in ONE 15-week placement are detailed below. Student teachers seeking dual certification through a 7/ 8 week split assignment must compress the 15 week schedule into a 7/8 week time frame for the first field experience, and repeat the schedule for the second field experience.**

#### Week 1

- Observe the teaching of your cooperating teacher and, if possible, of other teachers. Learn about the school's philosophy and routine.
- Become acquainted with the students whom you will be teaching. Be certain to learn their names.
  - Learn about school procedures for: taking attendance, grading, using the school library/media center Technology/Internet use policy, arranging for duplicating equipment and computer use, handling discipline problems, and supervising fire drills
- Assume responsibility for any routine matters that your cooperating teacher assigns to you.
- Begin to prepare unit and lesson plans that you will be using. Lessons should be taught only with the aid of lesson plans that have been approved by your cooperating teacher before the teaching of a class.

## Week 2

- Continue to observe, learn about students and materials, and assist the cooperating teacher
- Assume the teaching of one class (e.g. an elementary class reading group or math class or one secondary level class).
- Review lesson plans, teaching techniques, evaluation methods, and classroom management with your cooperating teacher.
  - Begin to assume additional professional duties of your cooperating teacher (to the degree permitted by law and the school system): taking attendance, hallway, cafeteria, playground, bus and detention duties, extra help sessions and extracurricular activities, and faculty and PTO meetings, parent conferences

## Weeks 3-5

**P-3 and K-6 Candidates:** Teach two subjects on a regular basis (e.g. an elementary class reading group and a social studies class and begin to pick up a third subject by Week 5. Continue to observe other classes.

**P-12 Candidates:** Teach two class sections involving different preparations [i.e. algebra and geometry sections]) or three class sections involving the same preparation. Continue to observe other classes.

## Weeks 6-8

**P-3 and K-6 Candidates:** Gradually assume fourth class or subject.

**P-12 Candidates:** You should have at least two, but no more than three preparations by now. You should be teaching four classes, if possible, by the end of Week 8.

**DUAL Candidates** may begin their second placement during this time. Please consult the TPP office for official dates.

*(**Secondary level students please note:** At no time are you to have more than three different preparations. You will teach more than one section of any particular course, but you are limited to three different preparations.)*

## Weeks 9-15

Teach the equivalent of a full day or a full teaching load.

**NOTE:** While the University believes that it is important for students to have the experience of being alone in the classroom, this does not preclude student teachers and cooperating teachers from working together on joint programs such as team-teaching and small groups and individualized instruction. **Local district policy determines whether student teachers can be left completely alone in the classroom.**

## **C. Documenting Clock Hours**

Students must keep a formal record of how they spend their time in the classroom using the Certificate of Student Teaching Hours document. By the end of student teaching, the student must complete the **minimum of 150 hours** divided into **at least 60 clock hours of observation and 90 hours of actual instruction**. The student teaching experience may have to be extended if sufficient hours have not been accumulated. The completed Certificate of Student Teaching Hours document must be signed by the cooperating teacher(s), the University Field Supervisor, and the Student Teacher and submitted to the TPP at the end of the semester. **Failure to submit Certificate of Student Teaching Hours document could result in a failure in the Student Teaching course.**

Instructional time is defined as those hours when a student teacher is responsible for the education and well being of students. It may include the following activities:

- Teaching classes
- Working with small groups and individuals
- Participating in conferences and school activities during and after school
- Sharing responsibility for playground, hall, bus, cafeteria and detention duties
- Helping students after school
- Planning for lessons during school hours
- Evaluating student work/performance

#### **D. Student Teacher Absences**

Students are permitted **THREE** days of excused absence because of illness, extreme emergency, and/or job interviews. The following procedures must always be followed:

1. You must notify the cooperating teacher, university supervisor, and the TPP Office (856-225-6051) of any absence as soon as possible—certainly before the beginning of the school day.
2. In cases of absence for *reasons other than ill health*, you must notify the Teacher Preparation Program (856-225-6051), the university supervisor, and the cooperating teacher in advance. If the absence will extend beyond one day, please be sure to inform all parties of the date you will return to class.
3. You must also notify all parties if your school is unexpectedly closed – for weather, building problems, etc.
4. In cases where your absences exceed the given limit, or where you have been frequently tardy, you may have to extend the time for student teaching.
5. Failure to adhere to the aforementioned guidelines will result in your being removed from the student teaching assignment with a grade of “F” at the discretion of the TPP Director.

#### **E. Early Termination of Student Teaching**

Consult your Policies and Procedures Contract for information on early termination of student teaching.

#### **F. Additional Policy Guidelines**

1. You must inform your university supervisor of any changes in your schedule.
2. Should there be a teacher’s strike or job action of any sort at your school, call Dr. Sara Becker, the Director of the Teacher Preparation Program, for instruction.
3. **DO NOT serve as a substitute teacher during your teaching internship.** If your cooperating teacher is absent, the district needs to provide a qualified substitute teacher in his or her absence. It is inappropriate for you, a student teacher, to be paid as a substitute in your student teaching position. Should you experience a problem related to this issue, please contact the TPP Office *as soon as possible* (856-225-6051).
4. If, at any time, you feel that you are being asked to attend to duties that are not properly within the realm of “professional teaching-related activities,” please contact your University Supervisor or the TPP for advice. While you are a guest in the host school/district, there are limits to appropriate duties you can be expected to perform.

## **GUIDELINES FOR THE COOPERATING TEACHER**

Your Rutgers-Camden student teacher will be looking to you for a great deal of advice and guidance. Please keep in mind that he/she is a *student*, and as such, will be involved in many activities designed to refine his/her knowledge, skills, and dispositions.

**Research studies indicate that the single most important individual in the student teaching process is the cooperating teacher.** You interact daily with a teacher preparation student and provide the classroom stability and setting necessary for the satisfying and successful clinical experience. Much depends upon the development of a nurturing and productive relationship between the cooperating teacher and the student teacher.

Student teachers have told us that they appreciate it when a cooperating teacher:

- makes the student teacher feel welcome and comfortable in the school
- is consistent and reasonable in his/her expectations of the student teacher’s performance
- is available and willing to respond to questions and concerns of the student teacher
- gives formal and informal feedback to the student teacher in an unambiguous manner
- encourages the intern to try his/her own ideas and not just be a “carbon copy” of the cooperating teacher
- demonstrates a variety of teaching strategies
- takes the student teacher to faculty meetings, committee meetings, professional development sessions, etc.
- helps the student teacher think about personal management style and its effectiveness with students
- displays an interest in the future plans of the student teacher

- encourages open-mindedness, tolerance and professional behavior at all times
- shares grading procedures and practices, school and/or district grading policies, and authentic assessment specifics with the student teacher
- includes the student teacher in parent conferences or child-study sessions as appropriate
- assists the student teaching in planning, writing and administering teacher-made assessment techniques (e.g. tests, portfolios or journals).
- conveys the pleasures and satisfaction of teaching while acknowledging the stress that is linked to the responsibilities of the task

## **RESPONSIBILITIES**

### **A. Orientation**

Through proper orientation, the first days of the student teaching experience provide an important time to dispel some of the anxieties that the student teacher may possess. The cooperating teacher should:

1. Prepare his/her classes for the arrival of the student teacher.
2. Acquaint the student teacher with the layout of the school and school routines such as:
  - where to park
  - expected arrival and departure times
  - fire-drill and emergency procedures
  - where to sign in and out, if it is a school requirement
  - faculty meeting schedules
  - supplies; duplicating materials and procedures
  - guidance and consultant services, health facilities
3. Provide the student teacher with a faculty handbook and curriculum guide, if available.
4. Introduce the student teacher to other staff and faculty.
5. Establish a mutually agreed upon time for daily conferencing/planning.
6. Explain the classroom management plan including routines, attendance procedures, etc., seating arrangements and other organizational plans, student incentives, rules and consequences, general school forms, hall passes, and/or other standard forms or procedures.
7. Provide the student teacher with a student handbook.
8. Explain how the student teacher should contact you and the school if he/she must be absent.
9. Review procedures for communicating with parents and school personnel.

### **B. Instructional Guidance**

In serving as a role model for the student teacher as he/she develops successful teaching techniques and a true understanding of the teaching-learning process, it is requested that the cooperating teacher:

1. Provide a desk or work place and necessary instructional materials. If available, the student teacher should be provided with copies of textbooks and curriculum guides.
2. Share and discuss your lesson plans, and the reasons for your choice of methods, materials and activities.
3. Explain goals and objectives in relation to scope and sequence.
4. Model effective teaching techniques, including how to provide for individual student differences.
5. Develop with the student teacher, within the first few days of the student teaching experience, a calendar/time line *for the duration of the placement (7/8 or 15 weeks)* during which the student teacher will gradually assume full responsibility for the classroom.

**Early planning is essential to provide the required 90 hours of actual teaching time and 60 hours of observation time for the student teacher. If you are serving as a cooperating teacher for 7/8 weeks, the hours would be 45 and 30, respectively.**

6. Assist the student teacher in developing his/her initial lesson plans, giving specific help in the selection of: objectives which reflect the New Jersey Core Curriculum Standards, instructional materials, and teaching techniques. Initial planning should include input from both student teacher and cooperating teacher. This should then move toward independent development of plans by the student teacher. The cooperating teacher should specify lesson plan due dates and submission procedures. All lesson plans are to be approved by the cooperating teacher before the lesson is taught.
7. Demonstrate how to assess student performance and how to document and maintain records of student progress. The grade book—hard copy and/or electronic-- and grading procedures, notification procedures for failing students, diagnostic testing and placement procedures, and general documentation procedures should be specifically explained.
8. Permit your student teacher to work with you in organizing and preparing instructional materials, evaluating student work, deciding upon a schedule for the gradual assumption of teaching responsibilities, specifying units or work to be taught by him/her within a given time frame, specifying lesson plan due dates. All lessons require plans that have to be submitted prior to actual teaching.
9. Permit your student teacher to assist in routine activities such as checking attendance, distributing and collecting materials, supervising during fire drills, and/or conducting homeroom activities.
10. Enable your student teacher to assume additional professional responsibilities to the extent that the law and your school district permit. For example hallway, cafeteria, playground and detention duties, extra help sessions and extracurricular activities, faculty and PTO meetings, parent conferences, and child-study and IEP/504 meetings.
11. **Please do not leave the student teacher alone in the classroom until he/she is prepared to be alone. Please check with your administrators regarding your school's / district's policy regarding "long arm" supervision. Some districts permit cooperating teachers to be near and "on call"; others require in-room presence at all times.**
12. Arrange observation opportunities for the student teacher in other classes/grade levels.
13. If possible, arrange for an administrative observation and evaluation of the student teacher, using the school's standard evaluation form. This would be in addition to the four Rutgers – Camden online classroom observations which you are required submit.
14. Continue to set a professional example toward students, school, district, and community.

### **C. Evaluation**

Evaluation should be continuous and ongoing throughout the student teaching experience to provide the opportunity for the student teacher to experience exploration, trial and error, and the discovery of an effective and personalized teaching style. The cooperating teacher should:

1. Provide continuous informal assessment through observations, daily exchange of teaching ideas and suggestions, written comments on lesson plans, brief conferences during the daily scheduled time.
2. Provide constructive feedback along with suggestions on ways to monitor and adjust teaching techniques before and after each lesson in the early stages of the experience.
3. Kindly complete student teacher evaluation forms *according to the schedule included in your cooperating teacher packet*. **It is critical that all evaluation forms be received electronically by the office of the Teacher**



**Preparation Program in a timely fashion.** Outstanding forms will mean *delays in state licensure for student teachers* as well as *delays in the processing of individual cooperating teacher payments*.

- After completing evaluation forms, please discuss them with the student teacher.
  - If your principal or supervisor formally evaluates the student teacher, please discuss this evaluation with the student also. Such an extra evaluation should be prepared according to your school or district-wide observation instrument.
  - Continue your daily evaluation sessions with the student teacher even after formal ratings have been completed.
4. Please sign the **Certificate of Student Teaching Hours document** on the last day of the student teacher's placement and allow the student teacher to submit it to the Teacher Preparation Program on your behalf.
  5. When a university supervisor visits your school, please consult with him/her and share your evaluation of the student teacher. **Be candid in your assessment of the student teacher's strengths and weaknesses.**

#### **D. Additional Information**

1. If you have a question or a problem, please contact the university supervisor or Dr. Sara Becker, Director of the Teacher Preparation Program (856-225-6051).
2. Please return your payment voucher by the specified deadline – November 1 for the Fall Semester; April 1 for the Spring Semester.
3. Pending receipt of all required observation/evaluation forms and the W9 form, you will receive your stipend (\$175 for 15 weeks; \$87.50 for a shared placement or a 7/8-week placement) and professional development hours certificate (15 hours for 15 weeks; 7.5 hours for 7/8 weeks). The turn-around time for processing of the W9 form is usually 8 weeks following the end of the student teaching semester.

## **GUIDELINES FOR THE UNIVERSITY SUPERVISOR**

The University Supervisor is the coordinating link between Rutgers-Camden Teacher Preparation Program and the cooperating schools and teachers. The Supervisor provides students with the benefit of a second set of observations of their classroom performance. Furthermore, since the visits will be scheduled every other week, the Supervisor has the advantage of distance that allows him/her and the student to more perceptively gauge change over time.

### **RESPONSIBILITIES**

#### **A. Before Student Teaching Begins:**

S/he will meet with the student teacher(s) during the pre-student teaching workshop period to share expectations and operating procedures:

- What specifically the Supervisor will be looking for when during observations
- Whether the visits will be scheduled or unannounced
- How both parties can keep in touch (telephone, e-mail, etc.)
- Driving directions to the cooperating school
- Aspects of importance to the role of supervisor

#### **B. Classroom Observations**

According to the New Jersey State Department of Education, the university supervisor must visit each student teacher **once every other week** during the student teaching semester. This rule ensures ample opportunity to observe the growth of each student teacher and to provide regular feedback to him/her on a regular schedule. Moreover, the supervisor should schedule the midterm and final evaluation along with the cooperating teacher.

When visiting student teachers in the field, it is asked that Supervisors:

- Notify the principal's office of their arrival and meet with the principal when possible.
- Begin visits to the school and cooperating teachers during the pre-student teaching workshop week (a.k.a. Week "0"). During the initial visit, the cooperating teacher packet is delivered and, if possible, a brief visit is made with the cooperating teacher.
- **When first arriving for an observation, Supervisors:**
  - \* Read the lesson plans for the class to be observed

- \* Check the student's schedule and estimate the ratio of observation time to teaching time to provide guidance if necessary (*By the end of student teaching, each student teacher must have completed the recommended minimum of 150 hours divided into at least 60 clock hours of observation and 90 hours of actual instruction.*)
- \* Ask to see all unit plans, lesson plans, instructional materials, or tests that the student has prepared since the last visit.
- **After devoting at least one full period to an observation each visit, Supervisors also:**
  - Discuss observations with the student teacher immediately after the observation out of earshot of students and persons other than the cooperating teacher.
  - If the cooperating teacher has also observed the lesson, please include him/her in the follow-up discussion if at all possible. If the cooperating teacher is not immediately available, please be sure to briefly engage him/her in a conversation about the observation before leaving the school.
  - Speak with the cooperating teacher about the overall progress of the student teacher.
  - Complete and submit electronically the required observation form to the Teacher Preparation Program Office.
  - Contact the Director of the Teacher Preparation Program immediately if problems arise.

## **GRADING SYSTEM**

Throughout the student teaching semester, evaluations of student teachers are made by at least two individuals: the cooperating teacher and the university supervisor. The grade for student teaching, therefore, should reflect the evaluation of both supervisors. However, the final responsibility for the grade in student teaching rests with the university supervisor as the "teacher of record" for his/her assigned student teachers.

The grade given for student teaching is not cumulative. It is not an average score for the semester. Rather, it is based upon the performance level reached by the student teacher at the conclusion of the practice teaching semester. The **grade equivalents** for student teaching are:

**A      DISTINGUISHED / ADVANCED PROFICIENT**

The student consistently demonstrates outstanding performance in student teaching competencies or has attained outstanding performance.

**B+/B    GOOD / PROFICIENT**

The student demonstrates above average student teaching performance competencies.

**C+/C    SATISFACTORY / NOVICE**

The student demonstrates satisfactory student teaching performance competencies.

**D        POOR / PRE-EMERGENT**

The student demonstrates a lack of student teaching performance in some key teaching competencies.

**F        FAILED**

All student teaching evaluation reports are kept by the Teacher Preparation Program Certification Program.