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Fairleigh Dickinson University

UNIVERSITY MISSION STATEMENT

Fairleigh Dickinson University is a center of academic excellence dedicated to the preparation of world citizens through global education. The University strives to provide students with the multidisciplinary, intercultural, and ethical understandings necessary to participate, lead, and prosper in the global marketplace of ideas, commerce, and culture.

SOE MISSION STATEMENT

The mission of the School of Education at Fairleigh Dickinson University is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.
WHAT IS TEAC?
The Teacher Education Accreditation Council (TEAC) is a nonprofit organization dedicated to improving academic degree programs for professional educators who will teach and lead in schools, pre-K through grade 12. The New Jersey Department of Education requires that every teacher education program at an institution of higher learning become accredited with a national level professional organization. The School of Education at Fairleigh Dickinson University has chosen TEAC for its national accrediting body. For more information on TEAC go to www.teac.org.

WHAT IS THE MISSION OF THE SCHOOL OF EDUCATION?
The mission of the School of Education is to foster a diverse community of effective, professional educators who are caring, competent, reflective, ethical leaders committed to advancing student learning and achievement, developing scholarship, and promoting democratic ideals in our global society.

What is the Conceptual Framework of the School of Education?

THE TEACHER AS LEADER: Teacher leadership is not about teachers becoming administrators or principals and thereby “leaving the classroom.” Rather, it is about teachers learning how to strengthen student performance within the classroom and to participate in locally shared leadership, as part of the daily life of the school. Teachers must be an essential part of the leadership within schools that are dedicated to promoting student achievement (School Leadership for the 21st Century Initiative, 2001).

What are the School of Education’s Claims?

Candidates are:

- Qualified to teach subject matter knowledge.
- Competent in pedagogical knowledge.
- Caring

WHAT ARE THE SCHOOL OF EDUCATION’S CROSS-CUTTING THEMES?

- Multicultural Perspectives
- Technology Integration
- Learning to Learn

HOW WILL TEAC AFFECT THE SCHOOL OF EDUCATION?

TEAC approval will give Fairleigh Dickinson University national recognition from a highly-esteemed accrediting body. We have been offering high quality programs to you for over 30 years and will continue to do so. We oversee every aspect of your program to ensure that you are highly qualified. We prepare our graduates to be culturally responsive and technologically proficient. Our faculty and staff have always been committed to preparing the most effective teachers and educational leaders by promoting best practices in education that are grounded in educational research and theory. Our programs are closely aligned with state and national standards and our courses are performance-based. Through development of a portfolio, you are held responsible for addressing and demonstrating professional standards as well as providing evidence of your progress and learning. We are proud to say that FDU’s Peter Sammartino School of Education is committed to providing you with a quality education and we look forward to working with you in the future.

Fairleigh Dickinson University’s School of Education prepares you to become a caring, competent and highly-qualified educator.
FOREWORD

Fairleigh Dickinson University’s QUEST and MAT teacher preparation programs are designed to prepare pre-service teachers for today’s classrooms and those of the future. In order to do this effectively, collaborative partnerships with a network of participating districts have been established in which our pre-service teachers do their field experiences and apprenticeship teaching, providing an opportunity for them to apply their knowledge of content and effective instructional practices.

Requirements and expectations for the field-based component of these programs are developed, reviewed, and adjusted based on input and feedback from cooperating teachers, other classroom teachers in the district, school administrators, FDU clinical teaching supervisors, School of Education faculty, and pre-service teachers.

The apprenticeship teaching manual serves as a guide for our apprentice teachers, cooperating teachers, and FDU clinical supervisors who are engaged in both the field experiences and apprenticeship teaching. Each section clearly describes the requirements, expectations, timelines, and pertinent information specifically related to each group of individuals involved in these field-based experiences.

The faculty and staff of the School of Education take pride in our programs and students, as well as in our affiliations with the dedicated teachers and administrators who join us in providing clinical school-based programs and creating opportunities for pre-service teachers to apply theory to practice. The School of Education considers this a vital component of our pre-service program.

The School of Education is grateful to all of its constituents who have contributed to writing this manual and to those who will provide the recommendations for keeping the material updated and in line with recommended best practices.

At FDU’s School of Education teaching is more than a job; it is a passion. It is a desire to make a difference in a person’s life; to touch the future through our teachers and our children so that they may make the world a better place for all. This is the spirit in which we bring aspiring and experienced educators together to learn from each other.

Fairleigh Dickinson University’s School of Education had an aggregate pass rate of 99% on the HEOA-Title II reporting for the 2010-2011 academic year. The corresponding statewide pass rate for the same period was 98%.
Dear Apprenticeship Teacher, Cooperating Teacher, and Clinical Teaching Supervisor,

The faculty and staff of the Peter Sammartino School of Education are pleased that you are participating in the Apprenticeship Teacher Experience.

**To our Apprentice Teachers:** Apprenticeship teaching is viewed as the most important learning experience in your preparation as a teacher. Your knowledge, skills, attitudes, and behaviors are all critical factors in determining the quality and outcomes of this learning experience for you, and your suitability as a future teacher. The expectations for your learning and growth during this experience and for your performance are clear. We recommend that you reflect upon these expectations and all that you may do to make the most out of this opportunity to apply and enhance your knowledge and skills. Be assured that the faculty and staff of the School of Education will support and assist you in any way possible to meet the expectations for an apprentice teacher, however, the responsibility ultimately rests with you to perform in accordance with these expectations.

**To our Cooperating Teachers:** Thank you for your dedication to our profession and willingness to assist us in the preparation of future teachers. The quality of the apprenticeship teaching experience will depend to a great extent on you. As a supervising teacher you will be a role model, supervisor, friend and teacher of our future teachers. You will have great impact on the development and progress of your apprentice teacher. We are grateful for your support and look forward to having you involved in other FDU professional development activities, perhaps as a student yourself, or as an instructor or clinical teaching supervisor. Please feel free to call on us.

**To our Clinical Teaching Supervisors:** As always, we appreciate your vigilant oversight and guidance of our apprentice teachers, and your contribution to their growth and development. You are extremely important to this process and serve as the critical link among the apprentice teacher, cooperating teacher, and apprenticeship seminar instructor. Your communication with all parties is extremely important in this valuable clinical teaching experience.

If you have any questions, please do not hesitate to contact Vincent Martone at our office of field placement at 201-692-2085.

Sincerely,

Dr. Vicki L. Cohen  
Director, School of Education
Section I

Guidelines for Apprentice Teachers

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.”

-Haim Ginott (1855)
Dear Apprentice Teacher:

As you begin your apprenticeship in teaching, remember those factors that brought you to this point: a strong desire to work with children; a passion for helping others; a desire to make a difference in a child’s life; and the confidence and dedication required to meet your goal.

I am sure you will not be disappointed in your career choice. Although the work is challenging, the days long, and the compensation less than you deserve, the rewards are great, and you will leave at the end of the day with a sense of fulfillment and accomplishment.

Although this new experience will take some getting used to, you will be expected to “hit the ground running.” Therefore, it is imperative that you prepare yourself for what awaits you. This handbook includes important information and forms you will need throughout your apprenticeship to ensure that the experience is a successful and rewarding one for you and your students. It is incumbent upon you to read carefully and understand the material in this guide before beginning the apprenticeship. This manual also serves as a guide and resource that you will use throughout your student teaching experience. It is the first source of information for any questions that may arise during this 15-week “adventure.”

Also, keep in mind that the office of field placement stands ready to assist and support you throughout the apprenticeship teaching experience by guiding you through the certification process. Should you have any questions, concerns, or problems, look to your support team-FDU clinical teaching supervisor, cooperating teacher, building administrator, apprenticeship teaching seminar instructor, and my office-for assistance. Mr. Vincent Martone at 201 692-2085 (for MAT and Quest, elementary and secondary) and Ms. Rosemary Rowlands at 201 692-2079 (for MAT/ESL and World Languages) are both wonderful resources, who are ready to help you through your apprenticeship. Don’t hesitate to draw on their experience and expertise. Best wishes for a successful and enjoyable student teaching experience.

Sincerely yours,

Carol Karpinski, Ed.D.
Director, MAT Program
ELIGIBILITY REQUIREMENTS FOR APPRENTICESHIP TEACHING

In order to be eligible for apprenticeship teaching, QUEST and MAT students must meet the following requirements:

- A passing score on the appropriate PRAXIS test for your area of certification;
- Completion of all education courses including field experiences that are required in the certification program;
- A minimum cumulative GPA of 3.0;
- All documents for placement completed and submitted by due date;
- Attendance at the Apprenticeship Teaching Orientation;
- Registration in the following co-requisite for apprenticeship teaching: EDUC 6825 Apprenticeship Teaching Seminar (2 credits).
GENERAL GUIDELINES FOR APPRENTICE TEACHERS

Please read **ALL** sections of this Manual thoroughly before beginning apprenticeship teaching. You are responsible for understanding and following **ALL** guidelines and policies. Your Apprenticeship Teaching Seminar Instructor is available to answer any additional questions.

*Please note: all teaching candidates in the QUEST and MAT programs must, when placement is available, complete at least one clinical experience in a school located in a district that falls into a lower District Factor Grouping (DFG), or a school that is highly diverse in population.*

GETTING STARTED: PREPARING FOR YOUR ASSIGNMENT

A. Before starting your assignment:

1. Attend the apprenticeship teaching orientation;

2. Read **ALL** sections of this manual thoroughly and be sure you understand all policies and guidelines (*Pay particular attention to the expectations for your performance and grading system page 12 and Appendices A, B, and C.*);

3. Contact your FDU clinical teaching supervisor to discuss procedures, expectations, etc;

4. Schedule an appointment to meet with your cooperating teacher and principal (Ask what expectations each has for your teaching performance, in the classroom; professional attitudes; behaviors and interactions with students, parents, teachers and staff);

5. Become familiar with:
   - The school system’s calendar (You must follow the school’s schedule, not the University’s schedule, while student teaching. This includes holidays and vacations)
   - The cooperating teacher’s schedule, including arrival and departure times (You must follow required hours for teachers)
   - Instructional materials you will be using during apprenticeship teaching
   - Policies your cooperating teacher will want you to follow with respect to classroom procedures and the preparation of lesson plans
   - The school’s administrative/ supervisory structure
   - District and school policies, teacher handbooks, and local bargaining agreements (contracts)
   - The layout of the school
   - The surrounding community
   - Co-curricular activities that you will participate in
   - Expectations for your attendance at faculty meetings, PTA/PTO meetings, other meetings and activities;

6. Establish communication links with your cooperating teacher and the FDU Clinical Teaching Supervisor;

7. Self-assess on the Clinical Competency Inventory (see Appendix B). Please complete online (see Appendix J).
B. During your first week of apprenticeship teaching, you are required to:

1. Have your copy of the New Jersey Core Curriculum Content Standards (N.J.C.C.C.S.) & common core standards and relevant state curriculum frameworks with you and keep them readily available as references;

2. Observe the teaching of your cooperating teacher and, if agreeable, other teachers;

3. Become acquainted with the names and needs of the students you will be teaching;

4. Learn about the school’s policies and procedures for:
   - taking attendance
   - opening exercises
   - lesson planning
   - student assessment
   - grading
   - using the school library
   - arranging for technical and audiovisual equipment
   - handling discipline problems
   - cooperating during fire drills
   - referring suspected cases of child abuse
   - handling emergencies and health issues (medications, etc.)
   - sexual harassment;
   - bullying

5. Assume responsibility for any routine matters that your cooperating teacher assigns to you;

6. Discuss with your cooperating teacher your schedule and the class(es) and duties to which you will be assigned;

   **NOTE:**

   (1) Refer to samples of typical apprenticeship teaching schedules on the next page

   (2) Be sure that your apprenticeship teaching schedule is a minimum of one full university semester (15 weeks). Your daily schedule should conform to your cooperating teacher’s schedule;

7. Complete the “Contact Information” form (Appendix E) and send copies to your FDU clinical teaching supervisor and the office of field placement by due date;

8. Begin preparation of the unit and daily lesson plans that you will be using; organize instructional materials and pertinent student information;

9. Make arrangements for your cooperating teacher to contact you in the event of an emergency school closing day, and for you to contact him/her in case of emergency;
10. Continue development of your working portfolio (Appendix A) which will be further developed into a presentation portfolio during the apprenticeship teaching seminar.

C. During the remaining weeks of apprenticeship teaching, you will be required to:

1. Assume gradual increased responsibility for the teaching of the students in the class (es) assigned;

2. With your cooperating teacher and with your FDU clinical teaching supervisor, plan and review your lesson plans, teaching strategies, assessment and evaluation methods, and classroom management. You should keep a file of all your lesson and unit plans and assessments that you develop. These may be used as work samples within your required portfolio;

3. Assume additional professional duties of your cooperating teacher to the degree permitted by him/her, by law, and by the regulations of the school system (i.e. hall, cafeteria, playground, and detention duties; extra help sessions, and co-curricular activities);

4. Get to know the students in your classroom well by observing and interacting with them, and discussing your observations with your cooperating teacher.

D. Typical apprenticeship teaching schedules

The following schedules are typical for the fifteen (15) week apprenticeship teaching experience. The schedule may be adapted based upon the readiness of the apprentice teacher to assume responsibility at each stage with the agreement of the apprentice teacher, cooperating teacher, and FDU clinical teaching supervisor.

**TYPICAL ELEMENTARY SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe; undertake general procedural activities under the cooperating teacher’s direction; Learn about the school’s philosophy, routine, and policies;</td>
</tr>
<tr>
<td>2</td>
<td>Teach at least one class or group; assist cooperating teacher; learn about students and materials;</td>
</tr>
<tr>
<td>3</td>
<td>Assume one or two additional teaching assignments on a regular basis;</td>
</tr>
<tr>
<td>4-8</td>
<td>Assume daily responsibility for the equivalent of one-half day’s teaching;</td>
</tr>
<tr>
<td>9-15</td>
<td>Take full responsibility for the teaching day.</td>
</tr>
</tbody>
</table>

**TYPICAL SECONDARY SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Observe; undertake general procedural activities under the cooperating teacher’s direction; Learn about the school’s philosophy, routine, and policies;</td>
</tr>
<tr>
<td>2</td>
<td>Teach 1-2 classes on a regular basis;</td>
</tr>
<tr>
<td>3</td>
<td>Teach 2-3 classes on a regular basis;</td>
</tr>
<tr>
<td>4-8</td>
<td>Teach 3-4 classes, with a maximum of 2 preparations;</td>
</tr>
<tr>
<td>9-15</td>
<td>Carry a regular load but not more than 3 preparations.</td>
</tr>
</tbody>
</table>
E. Typical Classroom Teacher Responsibilities

A teacher’s responsibilities are instructional, non-instructional and extracurricular/co-curricular:

1. **Instructional time** refers to direct contact with students during the regular school day, from student entry to dismissal time. Responsibilities include, but are not limited to: taking attendance, opening exercises, teaching and assessment/evaluation of students in large and small groups and/or in one-on-one situations;

2. **Non-instructional time** includes, but is not limited to: planning units and lessons, preparation of materials and room environment, faculty workshops and meetings, parent-teacher conferences, school and district committees, back-to-school night, PTA/PTO meetings, and other school functions;

**NOTE: DURING YOUR APPRENTICESHIP TEACHING EXPERIENCE YOU ARE EXPECTED TO PARTICIPATE IN ALL INSTRUCTIONAL AND NON-INSTRUCTIONAL PROGRAMS SCHEDULED FOR YOU WITHIN YOUR SCHOOL AND DISTRICT.**

3. **Extracurricular/co-curricular** These activities are usually scheduled before/after school. Teachers either volunteer or apply for them as “extra work, extra pay” positions. These programs may be in the areas of: tutorial/enrichment, visual/performing arts, or athletics.

F. Apprenticeship Teaching Co-requisites

1. **APPRENTICESHIP TEACHING SEMINAR (EDUC 6825)**

   **Purpose**

   The apprenticeship teaching seminar is a co-requisite for certification with classes meeting every other week for 2.5 hours. The seminar provides an opportunity to review important topics as they directly relate to the apprentice teacher’s preparation and experiences.

   The Seminar is designed as part of the key support structure for the apprentice teacher by providing: (1) an opportunity to share experiences, address questions/concerns, personal observations and competencies as they relate to the student teaching experience; (2) a review of relevant content, concepts, strategies, and behaviors for the effective functioning of a classroom teacher; (3) preparation for the employment process and the first year of teaching.

   As part of The Seminar you will be required to submit a Portfolio comprising artifacts demonstrating competency in the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. A sample of what should be included in the Portfolio can be found in Appendix L.

   **NOTE:** As part of the School of Education’s continual efforts to improve the preparation of pre-service teachers, comments and suggestions on the Clinical Competency Inventory (CCI), field experiences and cooperating teaching process are welcomed and should be sent to Professor Vincent Martone using the feedback form (Appendix G)
IMPORTANT POLICIES

Removal from Clinical Placement

If a candidate is asked **not** to continue placement in a school by the school/district due to incapacity to fulfill teaching or internship responsibilities; ineffectiveness or conduct unbecoming a teacher or intern; or other just causes, it is the policy of the School of Education (SOE) that:

- The SOE program director/coordinator, the advisor of the candidate and all appropriate parties will be notified via e-mail concerning this matter;
- The SOE program director/coordinator, director of field placement, advisor of the candidate and all other appropriate parties will meet with the candidate;
- The matter will then be considered by a committee consisting of the director/coordinator of the program, the advisor of the candidate, the director of field placement and at least one member of the administration of the SOE;
- Based on the review of all relevant information, a recommendation will be made to the director for the SOE as to whether or not the candidate should be allowed to continue the clinical experience and if a new placement will be made. The office of field placement will determine when and where the placement will be made.

If a candidate is asked **not** to continue in a second placement by the school/district due to incapacity to fulfill teaching responsibilities; ineffectiveness or conduct unbecoming a teacher; or other just causes, it is the policy of the SOE that:

- The candidate will **NOT** be allowed to continue in the clinical experience or take other clinical experiences;
- The SOE program director/coordinator and the advisor of the candidate will be notified by e-mail;
- The SOE program director/coordinator, director of field placement, advisor of the candidate and all other appropriate parties will meet with the candidate. The candidate may request to have a representative present;
- The matter will be considered by a committee consisting of the director/coordinator of the program, the advisor of the candidate, the director of the field placement and at least one member of the administration of the SOE;
- Based on the review of all relevant information, a recommendation will be made to the director of the SOE as to whether or not the candidate should be allowed to continue in the program.

If a candidate is not allowed to complete apprenticeship teaching, he/she will not be able to obtain New Jersey certification as a teacher. The option may be available to complete the Master of Arts in Teaching by taking other education courses and graduating with the MAT degree.

Policy on absences

Apprenticeship teaching is a full-time experience of one full semester (15 weeks). The apprentice teacher is expected to attend every day that school is in session. The apprentice teacher may be excused for illness, emergencies, and job interviews. In case of absence, it is expected that the apprentice teacher will provide the cooperating teacher with the lesson plans to use with the classes for which the apprentice teacher is responsible. Excessive absence and/or tardiness are considered adequate reasons for lengthening or terminating the apprenticeship teaching assignment or adjusting the evaluation.
Grading Policy
Grades for apprenticeship teaching will be based upon the collaborative evaluation of the cooperating teacher and FDU clinical supervisor.

THE GRADING SYSTEM FOR APPRENTICESHIP TEACHING

The final grade for apprentice teaching is assigned by the School of Education based on formative and summative assessments of the cooperating teacher and FDU clinical teaching supervisor. The teaching competencies used to assess student performance are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards.

The School of Education determines an Apprentice Teacher’s grade by considering:

1. The mid-term assessment, the final evaluation, and the recommended grade submitted by the cooperating teacher;
2. Seven evaluations of the Apprentice Teacher’s performance made by the FDU clinical teaching supervisor;
3. Additional observations by the FDU faculty if required;
4. Anecdotal information and professional judgment of the cooperating teacher and FDU clinical teaching supervisor.

GRADING SCALE

<table>
<thead>
<tr>
<th>Average Points</th>
<th>Overall Performance Rating</th>
</tr>
</thead>
</table>
| 4.0            | A  
|                | demonstrates **exemplary understanding** of key concepts/appropriate behaviors and applies them **consistently** with appropriate adaptations |
| 3.67           | A- 
|                | demonstrates **exemplary understanding** of key concepts/appropriate behaviors and applies them **frequently** with appropriate adaptations |
| 3.33           | B+ 
|                | demonstrates **excellent knowledge** and understanding of key concepts/appropriate behaviors and applies them consistently |
| 3.00           | B  
|                | demonstrates **adequate knowledge** and understanding of key concepts/appropriate behaviors and applies them **consistently** |
| 2.67           | B- 
|                | demonstrates **adequate knowledge** and understanding of key concepts/appropriate behaviors but applies them **inconsistently** |
| 2.33           | C+ 
|                | demonstrates **limited knowledge or understanding** of key concepts/appropriate behaviors and has difficulty with basic applications |
| 2.00           | C  
|                | demonstrates **little/no knowledge or understanding** of key concepts/appropriate behaviors and **has difficulty** with basic applications |
| 0.00           | F  
|                | demonstrates **no knowledge or understanding** of key concepts/appropriate behaviors or **basic applications** |

All reports concerning the student’s progress are filed at: FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
1000 River Road (T-BH2-01)
Teaneck, NJ 07666
IMPORTANT PROCEDURES

1. If you must be absent, notify the school office and your cooperating teacher. In addition, notify your FDU clinical teaching supervisor if an observation has been scheduled. Notify him/her before the beginning of the school day, preferably the day before if possible.

2. Inform your FDU clinical teaching supervisor of any changes in your schedule. When you are observed be sure to provide your FDU supervisor with a lesson plan, student texts, and other pertinent information about the lesson and class.

3. Telephone the FDU office of field placement (201) 692-2085 for instructions in the event of a job action, teachers’ strike, or other labor disputes at your school.

4. Legally, you are to be supervised in the classroom at all times by your cooperating teacher or another certified teacher. Note: **You are not allowed to serve as a substitute teacher during the period of Apprenticeship Teaching with or without pay.**

5. Inform your apprenticeship teaching seminar instructor and FDU clinical teaching supervisor immediately if a problem seems to be developing that may affect your performance or relationship with your cooperating teacher or the school.

6. Use good judgment regarding socializing with members of the school community (teachers, parents, students, etc.). It is recommended that you take part in group activities rather than socializing with individuals.

7. As professional educators, you are held to high standards and great expectations concerning legal, ethical, and moral behavior. Student endangerment becomes an issue of insuring and protecting the physical, emotional, and social well being of your students. Your thoughts, words, and actions must not foster or promote even the perception or impression of inappropriate behavior or a lapse of good judgment.
IMPORTANT LEGAL ISSUES

Apprentice teachers are eligible for the same liability protection by the Board of Education of a public school district as given to the 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 Status 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 New Jersey:

1. Section I of the act of which this act 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 apprentice teacher, 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, the Board of Education shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with the costs of appeal, if any, and shall save harmless and protect such persons from any financial loss resulting there from; 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 this act 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/her 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.
Daily instructional planning should demonstrate the pre-service teacher’s: knowledge of subject matter (content); understanding of the learning process, and the developmental and diverse needs of students; and ability to use a variety of effective teaching and assessment methods, and design appropriate activities that will engage ALL students and optimize their learning. Lesson plans should include the basic elements described below.

I. Educational Objectives (including the NJCCCS) [What each student is expected to learn, written in measurable terms]
Example: Each student will demonstrate, explain, describe, write … etc.

II. Anticipatory Set [Motivating or Focusing Activity]
- Introduction to lesson, its purpose and objectives
- Connection to previous lesson or other activities
- Determine prior knowledge (What/how much do students know about the topic? Are they ready to move on from previous lesson? Are all students ready for this lesson?
- Motivational activity

III. Instructional Materials & Resources
- In-class
- Library/Media Center
- Technology

IV. Procedures [Instructional Strategies & Learning Activities]
- Sequential, step-by-step implementation of learning activities
- Incorporating strategies for special needs students and second language learners

V. Closure & Extension [Summarizing Activity]
- Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, etc)
- Homework assignments for extension of learning activities and reinforcement

VI. Assessment/Evaluation [How well did ALL students learn what was intended?]
- What assessment strategies/methods will you use to measure how well all students achieved the educational objectives of the lesson (observations, quiz, presentation, etc.)?
- Did they meet/exceed the educational objectives? How will you evaluate how well each student learned (rubric, observation checksheet, rating scales, numeric/letter grades)?

VII. Feedback/Reflection [Evaluate your performance based on feedback from your Cooperating Teacher, students, and personal reflection]
- What went well with the lesson?
- Do any students need review or special help?
- How can I improve this lesson?
1. Notify the school’s main office when your FDU supervisor is expected

2. In addition to your lesson plan, be sure to provide your clinical teaching supervisor with the following when he/she visits your class:

   A. A copy of student text, handouts, rubrics, tests, etc... with book marks for pages to be referenced.

   B. Information regarding what preceded and what will follow the lesson.

   C. Information regarding any student(s) with special needs and any other special circumstances that may be relevant.
APPRENTICE TEACHING REQUIREMENTS

The following forms must be submitted to the School of Education by the dates indicated. Your apprenticeship teaching file is incomplete without them.

<table>
<thead>
<tr>
<th>DUE DATES</th>
<th>FORMS</th>
</tr>
</thead>
</table>
| September 15th/February 5th | CONTACT INFORMATION AND SCHEDULE  
Fill in neatly and completely and send in. Please type or print heavily (Appendix E1) |
| 7 Visits Required  
Approximately Every Two Weeks | FDU CLINICAL TEACHING SUPERVISOR’S  
EVALUATION FORMS (DUE EVERY OTHER WEEK)  
If you do not receive regular visits from your supervisor or copies of the supervisor’s evaluation, please call the office of field placement at 201-692-2085 |
| October 20th/March 15th | APPRENTICE TEACHER’S SELF-ASSESSMENT  
(Appendix B) |
| December 10th/May 10th | APPRENTICE TEACHER’S FINAL SELF-ASSESSMENT FORM AND TIME RECORD  
(Appendices B & E) |
| | EVALUATION OF APPRENTICESHIP TEACHING EXPERIENCE  
(Appendix F) |
APPLICATION PROCESS FOR TEACHER CERTIFICATION

Step #1 Send for official transcripts from all colleges/universities attended (both undergraduate and graduate) which must be mailed to the certification officer;

Step #2 See your advisor to confirm that all required coursework is successfully completed including a biology/health/nutrition course (or passing the state health examination at the county superintendent of schools’ office);

Step #3 A meeting will take place half way through your apprenticeship teaching regarding application for teacher certification at which time you will receive all pertinent forms;

Step #4 You must submit the following to:
Fairleigh Dickinson University
School of Education
Mr. Vincent Martone, Certification Officer
1000 River Road (T-BH2-01)
Teaneck, NJ 07666

TLAP certification form: **THIS FORM MUST BE TYPED OR PRINTED CLEARLY**;

Certification application tracking - Review - Approval Form;

Copy of results for the appropriate PRAXIS test (if applicable);

Copy of the results for the state health test (if applicable);

Application for certification: **COMPLETED AND NOTARIZED (THIS FORM MUST BE TYPED OR PRINTED CLEARLY)**;

Money order, made payable to Fairleigh Dickinson University for:
$190.00 for Elementary Education or subject area (fee subject to change depending on state directive).

**NOTE:** THE NEW JERSEY STATE DEPARTMENT OF EDUCATION WILL ISSUE THE APPROPRIATE CERTIFICATE DIRECTLY TO YOU (The process usually takes 8 weeks)
Section II

Guidelines for Cooperating Teachers

“Come to the edge” he said.
They said, “We are afraid.”
“Come to the edge” he said.
They came. He pushed and they flew”

-Apollinaire
Dear Cooperating Teacher:

First, let me express gratitude and appreciation for your willingness to assist the School of Education at Fairleigh Dickinson University in preparing an apprentice teacher for the responsibilities of a classroom teacher. Your desire to assume an active role in developing and training new teachers will help assure that an adequate pool of qualified and competent professionals will be available to fill teacher vacancies in the future. The guidance and support provided by you and the student’s college support team during the apprenticeship teaching experience will set the foundation for a successful career in education.

During the course of this experience questions, issues, and concerns may arise dealing with procedural matters and protocol. This manual will help provide clarification regarding responsibilities, expectations, and obligations. The manual contains information and forms that you and your apprentice teacher should review together.

The FDU clinical teaching supervisor will be visiting the apprentice teacher on a regular basis and consulting with you on professional matters relating to this experience. Your active involvement and ongoing communication with the student and the clinical teaching supervisor over the course of apprenticeship teaching are essential to the success of the experience.

Should you have any questions or concerns, please feel free to contact the assigned FDU clinical teaching supervisor or Mr. Vincent Martone at 201-692-2085 (for MAT and Quest, Elementary and Secondary candidates). Ms. Rosemary Rowlands should be contacted at 201-692-2079 for MAT/ESL and World Languages candidates. Best wishes for a successful and enjoyable apprenticeship teaching experience.

Very truly yours,

Carol Karpinski, Ed.D.
Director, MAT Program
GENERAL GUIDELINES FOR COOPERATING TEACHERS

The following guidelines should answer many of your questions about your role as a cooperating teacher for the pre-service teacher. Please read ALL sections of this manual thoroughly. If you need further information, contact the FDU clinical teaching supervisor assigned to your apprentice teacher or the office of field placement at (201) 692-2085.

A. GUIDELINES FOR INTRODUCING YOUR APPRENTICE TEACHER:

TO THE CLASS

1. Prepare the students in your class(es) for the arrival of the apprentice teacher.

2. Acquaint the apprentice teacher with the school’s philosophy, rules, policies and procedures related to students and instruction including:
   - lesson and unit plans
   - arrival and departure times / busing / transportation
   - student attendance
   - grading
   - discipline
   - fire drills/emergencies
   - health issues (medications), etc.
   - sexual harassment.
   - bullying

3. Provide the apprentice teacher with copies of textbooks, curriculum guides, etc.

4. Provide the apprentice teacher with some work space that he/she can call his/her own.

TO THE SCHOOL

1. Introduce the apprentice teacher to school administrators, fellow teachers, and other staff members.

2. Familiarize the apprentice teacher with your school’s guidance, and Child Study Team, other student services, health facilities, library, media, and computer resources.

3. Provide the apprentice teacher with:
   - School and district policy handbooks and local bargaining agreements, if available;
   - A district calendar for the year;
   - A bell schedule and map of the school;
   - Information on the community.

4. Explain the routine for ordering and using AV equipment, school supplies, duplicating materials, and computer equipment.

5. Discuss unique aspects of the school’s culture, climate, operations, etc.

6. Discuss the nature and frequency of extracurricular activities, faculty meetings, PTA meetings, parent conferences, workshops, and Board of Education meetings.

7. Carefully review your school’s procedure for writing daily lesson plans and unit plans, and make clear your expectations in this area.

8. Familiarize the apprentice teacher with the school’s expectations for the performance of teachers and criteria for teacher evaluations.
B. APPRENTICE TEACHER’S ASSUMPTION OF RESPONSIBILITIES

1. Allow the apprentice teacher to assist in routine activities such as opening exercises, checking attendance, distributing and collecting materials, cooperating during fire drills/lunch/recess, and conducting homeroom activities during the first week.

2. Work together in the organization and preparation of instructional materials. Allow time for the apprentice teacher to correlate the NJCCCS and common core standards (with which he/she is familiar and will have a copy) within the daily plans he/she develops.

3. Give the apprentice teacher appropriate assignments that will be evaluated under your supervision.

4. At the end of the first week, decide with the apprentice teacher which class(es) he/she will be teaching and determine a schedule.

5. Specify what units of work are to be covered by the apprentice teacher and the timeframe during which the work is to be accomplished.

6. Reach an understanding with the apprentice teacher concerning the format and due dates for his/her lesson plans and unit plans, and any other requirements.

7. Explain your school district’s and/or your personal system of grading.

8. Allow the apprentice teacher to assume additional professional duties (to the degree permitted by law and your school system) i.e.

   - Hall, cafeteria, playground, bus, and detention duties
   - Extra help sessions and extracurricular activities
   - Faculty and PTA/PTO meetings; parent conferences

9. Explain and supervise the use of various school forms.

10. Encourage the apprentice teacher to observe carefully your methods of teaching. If possible, help the apprentice teacher make arrangements to observe other teachers in the school whom you feel will enhance his/her experience.

11. Carefully review with the apprentice teacher the standard procedures for dealing with behavior problems, lateness, and/or attendance problems. Emphasize effective strategies for classroom management; share your “tricks of the trade.”

C. YOUR SUPERVISION OF THE APPRENTICE TEACHER

1. The most important aspect of your role as cooperating teacher is your presence with the apprentice teacher in the classroom at all times. **Please note that the law requires that a certified teacher must be present in the classroom with the apprentice teacher at all times.**
2. As cooperating teacher and role model, it is important that you make clear your expectations for the Apprentice teacher’s professional behavior and personal demeanor as he/she interacts with all members of the school community. This includes appropriate attire, communications, socializing, behavior, attitude, and judgment in various situations. Be direct and explicit from the beginning, provide continual feedback, and expect the highest standards for appropriate professional behavior from your apprentice teacher.

3. Assist the apprentice teacher with the selection of materials, the development of unit and daily lesson plans, and different teaching techniques.

4. Help the apprentice teacher develop effective classroom management and organizational skills.

5. Review and discuss the apprentice teacher’s strengths and weaknesses of his/her lessons and presentations. Be straightforward, detailed, and clear in your comments and evaluations. Encourage reflection and self-assessment by the apprentice teacher.

6. Hold frequent (daily, if possible) planning and evaluation conferences with the apprentice teacher.

7. Make suggestions to the apprentice teacher about the use of supplementary materials, AV equipment, and computer resources that might improve his/her planning and teaching.

8. Discuss with the apprentice teacher any special techniques to be used with certain individuals and/or groups.

9. Conduct detailed discussions with the apprentice teacher about the written evaluations that you are required to complete for the University.

10. Discuss teaching methodology and “what works,” but allow some latitude for experimentation.

11. Provide increasing opportunities for the apprentice teacher to interact with the students and other teachers/staff/parents.

12. Be candid in your assessments when speaking with the apprentice teacher and in consultations with the FDU clinical teaching supervisor.

NOTE: If you have any doubts about the preparation or potential of the apprentice teacher, please make your views known first to the FDU supervisor. Determinations regarding such concerns will be taken under advisement by the apprenticeship teaching support team.

D. FORMAL EVALUATION PROCEDURE

Cooperating teachers are expected to complete two formal apprentice teacher assessments using the Clinical Competency Inventory (CCI) (see Appendix B) and hold two conferences with the Apprenticeship Teacher during the 15 week period, the first after the seventh week and the second at the beginning of the final week. The second is a summative assessment that focuses on the apprentice teacher’s growth and levels of performance at the end of 15 weeks. It is important that you are candid in your assessments of the apprentice teacher’s strengths, weaknesses, and progress at all points of the 15-week experience.
1) Cooperating teachers should go over the (CCI) with the Apprentice Teacher’s supervisor. Before the mid-term, the cooperating teacher and the supervisor should observe the candidate together and complete the Observation/Conference Report Form (see Appendix C) independently. They should discuss what behaviors they observed, discuss each of the INTASC standards and specify areas of strength and areas that need improvement. At mid-term, the cooperating teacher should complete the CCI independently. The supervisor will hold a mid-point conference with the teaching candidate to go over the CCI. The cooperating teacher should join this conference to discuss mid-point assessment. The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and complete the Observation Form independently.

1. Feel free to make comments in the appropriate sections of the forms, or attach a separate sheet.

2. Please complete the CCI on-line or mail the form to the University (see Appendix J).

3. Continue your daily feedback sessions with the apprentice teacher even after formal ratings have been mailed.

E. COMMUNICATION WITH THE UNIVERSITY

1. When an FDU clinical teaching supervisor visits your school, please consult with him/her and share your formal and informal assessments of the apprentice teacher.

2. If you have a question or a problem, contact the FDU clinical teaching supervisor or contact the office of field placement at (201) 692-2085.

3. You may be asked by your apprentice teacher to write a letter of recommendation for him/her to an employer. You are encouraged to provide letters of recommendation but are not obliged to do so. If you provide a letter, it should be on your school’s letterhead.
COOPERATING TEACHER DUE DATES FOR FORMS

The following forms must be submitted by the cooperating teacher to the School of Education no later than the dates indicated.

<table>
<thead>
<tr>
<th>DUE DATES</th>
<th>FORMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15th/February 5th</td>
<td>Contractor agreement form (Appendix H)</td>
</tr>
<tr>
<td>October 20th/March 3rd</td>
<td>Cooperating Teacher’s Mid-Term Assessment Form (CCI) (Appendix B)</td>
</tr>
<tr>
<td>December 10th/May 10th</td>
<td>Cooperating Teacher’s Summative Assessment Form (Appendix B)</td>
</tr>
<tr>
<td></td>
<td>Feedback Form (Appendix G1)</td>
</tr>
</tbody>
</table>

All forms should be mailed to:

FAIRLEIGH DICKINSON UNIVERSITY
Peter Sammartino School of Education
Bancroft Hall T-BH2-01
1000 River Road
Teaneck, NJ 07666
Attn: Vincent Martone

PLEASE NOTE THAT AN FDU CLINICAL TEACHING SUPERVISOR IS REQUIRED TO VISIT YOUR APPRENTICE TEACHER SEVEN TIMES DURING THE SEMESTER.
Section III

Guidelines for FDU Clinical Teaching Supervisors

“Education must bring the practice as nearly as possible to the theory.”

-Horace Mann (1855)
Dear FDU Clinical Teaching Supervisor:

Since you are a member of each pre-service teacher’s support team, your continual communication with pre-service teachers, cooperating teachers, and the office of field placement is vital to the success of each student teaching experience. Since pre-service teachers look to you for assistance, guidance, and support, the seven (7) visits you provide are crucial to the continued growth, progress, and success of the apprentice teacher.

Your efforts do not go unnoticed. We at the School of Education recognize the enormous amount of time, energy, and care you devote to the supervisory process, and appreciate your commitment to developing outstanding teacher candidates. We support your efforts in maintaining high standards and expectations for pre-service teachers as you guide them through the process of acquiring the knowledge and skills demanded of today’s teachers.

This manual contains pertinent information regarding apprentice teaching. Please review it carefully with the pre-service teacher and the cooperating teacher. We welcome your feedback and any suggestions you may have to improve our teacher training program.

Thank you again for assisting us in preparing our future teachers. Should you have any questions or concerns, please feel free to contact Mr. Vincent Martone in the office of field placement at 201 692-2085.

Sincerely,

Carol Karpinski, Ed.D.
Director, MAT Program
GUIDELINES FOR FDU CLINICAL TEACHING SUPERVISORS

The following guidelines should answer many of your questions about your role as an FDU clinical teaching supervisor. Please read ALL sections of this manual thoroughly. If you need further information, call the office of field placement at (201) 692-2085.

A. CONFERENCE WITH APPRENTICE TEACHER

1. Before apprenticeship teaching begins, meet and speak with the apprentice teacher to clarify expectations and procedures and establish rapport.

2. Familiarize the apprentice teacher with the nature of the supervisory process and the standards and forms that will be used for your observations and formative assessments, and the summative evaluation process that will determine the final grade.

3. Make the standards and high expectations for attitudes, behaviors and performance explicit to the pre-service teacher as an “FDU apprentice teacher.”

B. SCHOOL VISITATIONS

1. You must visit every apprentice teacher assigned to you within the first two weeks of Apprenticeship Teaching and then make one visit every other week to observe each apprentice teacher. A visit every other week is state mandated. You must visit at least seven times during the semester. However, it may be necessary to visit some apprentice teachers more frequently. If in your judgment more observations are necessary, please contact the office of field placement.

2. Speak with the cooperating teacher during each visit, especially the first time you see the apprentice teacher. It is particularly important that a personal visit be made with the teacher who is serving as a cooperating teacher for the first time. Establish rapport and understanding regarding how each of you will communicate your expectations and assessments for the apprentice teacher.

3. Introduce yourself to the principal on your first visit to the school and notify the principal’s office of your presence in the school on each visit.

4. Learn as much as possible about the cooperating teacher’s philosophy of teaching, techniques, attitudes, etc.

5. Schedule school visits so that there is sufficient time to have a pre-conference, observe the apprentice teacher at least one full period (typically 45 minutes), meet individually with the apprentice teacher and with the cooperating teacher, and if possible, have a three-way assessment and goal-setting conference.
6. **During each visit, be sure to:**
   - Check on the apprentice teacher’s schedule to ensure sufficient teaching and observing times are being scheduled;
   - Check the apprentice teacher’s written lesson plans and make certain they correspond to the cooperating teacher’s instructions. **Apprentice teachers must supply you with copies of formal lesson plans for each visit**;
   - Check to ensure that the cooperating teacher returns his/her contract, mid-term and summative assessment forms.

7. Check the lesson plans, units, instructional materials, assessments, etc. that the apprentice teacher has developed. Discuss with the apprentice teacher your observation of his/her performance strengths, weaknesses, and progress and have him/her sign the completed observation form.

8. An apprentice teacher is required to spend the equivalent of a full semester (15 weeks) in the classroom. Be sure that the apprentice teacher’s schedule includes observation, teaching, and broad participation in school activities (See pages 8-10 for examples of activities that comprise instructional hours). The required number of instructional hours may consist of teaching classes and working with small groups and individuals.

9. Confer with the cooperating teacher on your individual final assessment and an appropriate final grade for the apprentice teacher. Try to come to an agreement about this grade. The Apprentice teacher should then be informed of the consensus grade.

   If, even after only one visit, you see a problem that may be difficult to resolve, please contact the office of field placement at (201) 692-2085. The apprenticeship seminar instructor will be notified so that you may communicate with him/her regarding the best way to address the problem.

**C. USE OF THE CLINICAL COMPETENCY INVENTORY (CCI)**

1) At the first visit, the supervisor will review the Observation Form and the CCI with the cooperating teacher.

2) Before the mid-term, the cooperating teacher and the supervisor observe the candidate together and complete the Observation Form (see Appendix C) independently. They will discuss what behaviors they observed, discuss each of the INTASC Standards and specify areas of strength and areas that need improvement.

3) At mid-term, the supervisor and cooperating teacher complete the CCI independently.

4) The supervisor will hold a mid-point conference with the teaching candidate to go over the CCI. The cooperating teacher will join this conference to discuss mid-point assessment.

5) The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and complete the Observation Form independently.

6) At the end of the field placement, the supervisor and cooperating teacher complete the CCI independently and enter the final assessment.
7) Please complete the CCI on-line. If necessary you can mail the form to the University (see Appendix J).

8) At the end of the field placement, the teaching candidate will do a self-assessment and complete the CCI.

D. DOCUMENTATION RESPONSIBILITIES OF THE FDU CLINICAL TEACHING SUPERVISOR

1. After each visit, complete and return the required assessment form to the Office of Field Placement, Fairleigh Dickinson University, School of Education, Bancroft Hall T-BH2-01, 1000 River Road, Teaneck, NJ 07666. Please do not ask the Apprentice teacher to deliver it.

2. Apprentice teachers may ask you for a letter of recommendation. You are encouraged to provide letters of recommendation but are not obliged to do so. As an FDU employee, you may use FDU stationery for formal communications with students, schools, and others as appropriate. It is suggested that you copy the office of field placement on all such correspondence, and a copy of the letter will be placed in the apprentice teacher’s file.
### SUPERVISOR DUE DATES FOR FORMS

The following forms must be submitted by the clinical teaching supervisor to the School of Education no later than the dates indicated.

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<thead>
<tr>
<th>DUE DATES</th>
<th>FORMS</th>
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<tbody>
<tr>
<td>September 15th/February 5th</td>
<td>Contractor agreement form</td>
</tr>
<tr>
<td>Every 2 weeks throughout semester</td>
<td>Observation / Conference Report (Appendix C1-C2)</td>
</tr>
<tr>
<td>December 10th/May 7th</td>
<td>Feedback Form (Appendix G1)</td>
</tr>
</tbody>
</table>

**All forms should be mailed to:**

FAIRLEIGH DICKINSON UNIVERSITY  
*Peter Sammartino School of Education*  
Bancroft Hall T-BH2-01  
1000 River Road  
Teaneck, NJ 07666  
Attn: Vincent Martone
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<td>Appendix J</td>
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Appendix A

Performance Based Assessment System

“We propose an audacious goal . . . . . . by the year 2006, America will provide all students with what should be their educational birthright: access to competent, caring, and qualified teachers.”

-National Commission on Teaching and America’s Future (1996)
APPRENTICE TEACHER PERFORMANCE-BASED ASSESSMENT SYSTEM

PRE-SERVICE TEACHER PERFORMANCE STANDARDS

Performance standards for personal and professional development are based upon the principles and performance standards for beginning teachers posited by the New Jersey Professional Standards for Teachers (NJPSTs) and the five core propositions adopted by FDU’s School of Education. The five core propositions reflect the faculty’s shared beliefs about teaching and learning and curriculum guide development, instruction, and assessment in all programs.

FDU School of Education CORE Propositions

I. Learning is an active process that educates the whole child.

II. Teachers must be committed to students and their learning.

III. Teachers must be experts in their content areas.

IV. Teachers must be effective practitioners.

V. Teachers must be professionals, educational leaders, and members of learning communities.

The School of Education’s Performance Assessment framework for pre-service teacher preparation and assessment utilizes the InTASC Standards. The competencies are observable performance outcomes that reflect what is important for teachers to know and be able to do as professionals so that effective teaching and learning can occur. The pre-service teacher’s portfolio is therefore organized to demonstrate cumulative progress toward achievement of the competencies.
PORTFOLIO ASSESSMENT SYSTEM

Assessment is an essential part of the learning process and, in fact, is inextricably linked with teaching and learning, going beyond merely measuring what has been learned for purposes of evaluation and grading. The portfolio assessment process used in FDU’s teacher preparation programs is designed to address this important dimension of the learning process in the academic and professional preparation of pre-service teachers. It supports and enhances the mission of the School of Education, the goals of the programs, and the attainment of the knowledge, dispositions, and competencies required for teachers to meet the challenges of the profession in the 21st century. The portfolio assessment process provides a broad, flexible approach to assessment and evaluation of pre-service teachers’ abilities and their attainment of requisite performance standards. The approach also reflects the learning processes of pre-service teachers, thereby enabling diagnosis, self-reflection, and self-evaluation that will enhance their performance in the classroom.

Portfolios are personal collections of the pre-service teacher’s work that reflect progress toward pre-determined learning objectives and performance standards. They are collections of authentic work samples, documents, and formal assessments, that provide evidence of growth and development toward meeting established performance standards and competencies. Portfolios are cumulative and reflect the pre-service teacher’s progress over time and professional development, which is an individualized process. As with other assessments, portfolios also provide valuable feedback to faculty for evaluating attainment of course objectives and program goals in order to refine teacher preparation.

Portfolios provide an opportunity for pre-service teachers to: (1) organize their work; (2) examine the importance of their work samples and documents as a reflection of their performance; (3) reflect on their own work, self-evaluate and set goals for continual improvement; (4) realize the relevance of their pre-service coursework and experiences to their success as teachers; (5) and provide talking points for job interviews. Portfolios also provide the faculty with the artifacts to evaluate the attainment of course objectives as they engage in continual refinement of the program for the preparation of teachers.

FDU’s Portfolio Assessment System has four major purposes:

1. To enhance and document authentic, relevant learning for pre-service teachers by continually assessing their growth and determining their level of proficiency for specific competencies based on InTASC Standards To encourage reflection and self-assessment on the part of pre-service teachers for identifying and addressing specific areas for personal and professional development during their program of professional studies and their induction teaching year

2. To provide relevant data to evaluate FDU’s teacher preparation programs

3. To provide pre-service teachers with a professional dossier/portfolio for presentation to prospective employers

More specifically, the portfolio assessment process supports FDU’s teacher preparation programs’ focus on QUALITY: quality of programs, quality of work, and quality of performance.
PORTFOLIO ORGANIZATION

The pre-service teacher’s portfolio will be organized based on the Interstate New Teacher Assessment and Support Consortium (InTASC). The portfolio will have the following major sections.

- **Section A (Personal Information)** will include the pre-service teacher’s relevant personal information, i.e. resume, transcript, Praxis results, professional assessments, recommendations, philosophy of education, awards/honors

- **Sections B and C will contain artifacts related to planning and organization; classroom environment; curriculum and instruction; professionalism and leadership.** Entries (artifacts) will be made to the portfolio in the appropriate section/sub-section by the pre-service teacher at any time. Some entries (artifacts) will be required; others will be optional.

The pre-service teacher maintains a “working portfolio” throughout his/her program and ultimately develops a “presentation portfolio” in the apprenticeship teaching seminar. The presentation portfolio is developed by the pre-service teacher for use at employer interviews and continuation after employment as part of ongoing professional development and assessment.
The portfolio provides an opportunity to demonstrate how you (1) organize your work; (2) select work samples and documents as a reflection of performance; (3) view your own work and self-evaluate; and (4) understand the relevance of pre-service course work and experiences to succeed as a teacher.

This is the table of contents you must include:

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<td>• Philosophy of education</td>
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<td><strong>THE LEARNER AND LEARNING</strong></td>
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<td><strong>PROFESSIONAL RESPONSIBILITY</strong></td>
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<td>• Standard 9: Professional Learning and Ethical Practice</td>
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<tr>
<td>• NJPST Standard 8: Communication</td>
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<tr>
<td>• NJPST Standard 11: Professional Responsibility</td>
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</tbody>
</table>

*Other items to highlight you as a teacher (*this listing is optional)
GUIDELINES FOR ARTIFACTS FOR PORTFOLIO FOR TEACHING CERTIFICATION

Guidelines for artifacts for portfolio for teaching certification
Teacher as leader should be the guide for your portfolio.
Your portfolio will contain artifacts addressing the InTASC Standards. Please delete any student or parent identifying information from the artifacts you put into your portfolio.

Below is list of artifacts for inclusion in your portfolio. You MUST include those artifacts that have an asterisk (*) in your portfolio. Each standard must have two pieces of evidence (artifacts). Each artifact must have a reflection that: 1) explains why you selected this artifact as an example of best practices in the classroom; 2) discusses the reason why this artifact demonstrates that you are competent in this standard.

<table>
<thead>
<tr>
<th>InTASC Standards</th>
<th>Artifacts</th>
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</table>
| **#1: LEARNER DEVELOPMENT.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | Artifacts illustrating:  
- Differentiated instruction  
- Developmentally appropriate lesson plans, scaffolding.  
- Work with struggling readers |
| **#2: LEARNING DIFFERENCES.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | ONE ARTIFACT ONLY chosen from:  
- Lessons that address diverse learners  
- Lessons that explain diversity to your class in broad or narrow terms and how to address it.  
- Artifacts that encourage K-12 students to have multiple perspectives  
- Lessons that have been modified in content, assessment, materials, environment for learning differences  
* Required reflection must indicate awareness of student differences and how they are addressed in teaching and a lesson plan that specifically indicates modifications for students with special needs  
(See multicultural rubric in EDUC 6825 syllabus) |
| **#3: LEARNING ENVIRONMENTS.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation. | ONE ARTIFACT ONLY chosen from:  
- Classroom management plan  
- Rules for the class  
- Discipline procedures  
- Reward system  
- Student peer review process  
* Required reflection must indicate how and why the candidate is a caring teacher.  
(See caring rubric in EDUC 6825 syllabus) |
| **#4: CONTENT KNOWLEDGE.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to | For elementary education students – lessons that deal with one of the four content areas- L.A., math, science, social studies  
For secondary ed students-one interdisciplinary lesson or lab lesson |
<table>
<thead>
<tr>
<th>#5: APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</th>
<th>Lessons that specifically promote critical thinking, problem solving, and authentic settings. They should be accompanied by your supervisor’s observations. This can include interdisciplinary problem-based unit plans based on local and global issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>#6: ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td>ONE ARTIFACT ONLY Assessment and data collection (See assessment task in EDUC 6825 syllabus or the directions below)</td>
</tr>
<tr>
<td>#7: PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>Artifacts from EDUC classes that demonstrate planning such as lesson plans from courses or ones that you have used in student teaching.</td>
</tr>
<tr>
<td>#8: INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</td>
<td>Artifacts that demonstrate planning and student understanding. Students must apply knowledge in the lesson. Lessons should be accompanied by your supervisor’s observations. Put in a table format all instructional strategies you used in teaching a lesson and why they were successful or not, with the strategies listed on the left and reflections on the strategy on the right. Such strategies might include collaborative learning, making connections, summarizing, modeling, activating prior knowledge.</td>
</tr>
</tbody>
</table>
#9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<table>
<thead>
<tr>
<th>NIH certificate</th>
<th>Workshops or faculty meetings attended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outside readings</td>
</tr>
<tr>
<td></td>
<td>Websites visited for instructional purposes</td>
</tr>
</tbody>
</table>

*REQUIRED reflection must indicate how the candidate perceives “teacher as leader” as related to one or more of the above.

#10: LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<table>
<thead>
<tr>
<th>Emails or communication process used with parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples of home-school connection .</td>
</tr>
</tbody>
</table>

NJPST #11: Professional Responsibility Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

<table>
<thead>
<tr>
<th>A description of a situation in which you (or your cooperating teacher) were required to handle a moral or ethical issue and how you (or your teacher) handled it</th>
</tr>
</thead>
<tbody>
<tr>
<td>A copy of the school’s policy manual or policy on bullying</td>
</tr>
<tr>
<td>Documentation that you met with the principal or Director of Human Resources to discuss the school/district policy on appropriate conduct and professional responsibilities</td>
</tr>
</tbody>
</table>

*REQUIRED reflection must be on moral issues and ethics as related to the teaching profession.

ADDITIONAL: Communication Teachers shall use knowledge of effective verbal, nonverbal and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration and supportive interaction.

<table>
<thead>
<tr>
<th>Letters or correspondence to parents, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and/or interviews with ESL teacher, resource room teacher, and/or special education teacher or supervisor.</td>
</tr>
<tr>
<td>Technology based communication and/or instruction Examples of how written and oral communications are facilitated</td>
</tr>
<tr>
<td>Technology based communication and/or instruction Examples of how written and oral communications are facilitated</td>
</tr>
</tbody>
</table>
Assessment Plan

Construct an assessment.

1. Administer it.
2. Set levels of performance, for example: advanced, proficient, novice, emerging. Select novice as benchmark.
3. Do statistical analysis: Mean Median, SD, and Item Analysis using Excel.
4. Analyze the results. You may wish to consider
   a. Who is LD?
   b. Who is ELL?
   c. Item analysis
   d. Other
5. Write up a plan for differentiation of instruction on how the data will impact future instruction, assessment, and follow-up.
6. What do you need to do to see that all students will succeed?
Appendix B

Formative/Summative Assessment Reports
Clinical Competency Inventory (CCI) for Teaching Candidates

Instructions and Overview

Introduction
This observational instrument has been designed to provide feedback on the progress of individual teaching candidates who are completing their student teaching experience in their teacher preparation program. This performance-based assessment instrument measures key competencies aligned to the INTASC (INTASC) standards that are required of all teaching candidates prior to being recommended for certification. This standards-based observational instrument specifies the defining set of competencies that pre-service teachers should demonstrate before being recommended for certification in the State of New Jersey.

The instrument is divided into 11 sections, each representing a composite of indicators under the 11 INTASC. The numbering of the sections mirrors the INTASC, however, the numbering of the indicators in each section does not correlate to the specific indicators of the INTASC. The indicators have been condensed into a manageable number and reflect significant competencies that the teaching candidates need to master.

There are two different types of indicators on this form: 1) those that are clearly observable in the classroom over a period of several observations. The clearly observable indicators are those competencies that the candidate will use to implement effective instruction in the classroom; 2) those that might not be observable and will need more probing through a conference and/or presentation of evidence by the candidate at the time of a conference. Each indicator that is not clearly observable and might need more probing has been indicated with ** next to it. Some indicators that are not observable refer to lesson planning; these indicators start with the phrase, “Designs lesson plans” or “Designs instruction.” Other indicators that might not be observable start with the phrase, “Provides evidence of” and it is expected that the candidate will bring evidence of these competencies to a conference. It is the teaching candidate’s responsibility to bring a professional portfolio and additional artifacts to the final assessment conference.

The form is to be used as a summative assessment at the completion of the student teaching experience, during the last observation. It should be used in conjunction with a more qualitative form that is aligned with the CCI and focuses on the quality of the specific lesson being observed. The CCI is meant to be a cumulative assessment of competencies that the supervisor and cooperating teacher have observed throughout the clinical experience. The form should be introduced at the beginning of the clinical experience to guide the development of the teaching candidate and to provide feedback on the candidate’s strengths and areas of improvement.

The procedure for using the CCI is as follows:
1) At the first visit, the supervisor will review the Observation Form and the CCI with the cooperating teacher.
2) Before the mid-term, the cooperating teacher and the supervisor observe the candidate together and fill out the Observation Form independently. They will discuss what behaviors they observed, discuss each of the 11 standards and specify areas of strength and areas that need improvement.
3) At mid-term, the supervisor and cooperating teacher fill in the CCI independently.
4) The supervisor will hold a mid-point conference with the teaching candidate to go over the CCI. The cooperating teacher will join this conference to discuss mid-point assessment.
5) The supervisor and cooperating teacher should do at least one more common observation together prior to the final session and fill in the Observation Form independently.
6) At the completion of the field placement, the supervisor and cooperating teacher fill in the CCI independently and enter the final assessment.
7) At the completion of the field placement, the teaching candidate will do a self-assessment and fill in the CCI.
Rating of the Form
The following rating scale will be used to score each candidate:

4: Advanced Proficient (Exemplary Practice) – Demonstrates competency, consistency and confidence in providing evidence in all standards based on the INTASC and is ready for recommendation for NJ State certification. Shows exemplary practice in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

3: Proficient (Basic Competence) – Consistently provides evidence in all standards based on the INTASC that this candidate is ready for recommendation for NJ State certification. Shows basic competence in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

2: Novice (Limited Competence) – Provides evidence in some areas to denote competency in a standard, based on the INTASC. Continues to need assistance in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children. (Getting 2’s or better 50% of the time)

1: Pre-emergent (Exhibits Difficulty) – Provides little evidence to denote competency in a standard, based on the INTASC. Candidate exhibits difficulty in: 1) integrating content knowledge with application; 2) lesson planning and implementation of daily instruction; 3) organizational and classroom management skills; 4) using assessment to inform instruction; and 5) adapting instruction to meet the needs of all children.

Not Observed – This rating should be used sparingly, if at all. If you do not observe a competency during the duration of all observations, please have the candidate provide additional evidence through artifacts in the professional portfolio, or through additional documentation that the candidate must provide. It is important that we document that candidates have proficiency in all of the indicators on the form.

Advanced Proficient:
Candidates get an average of at least 3.5 for each standard with no indicator getting a 2, with an overall average of 3.5 - 4.0 for all 10 standards.

Proficient:
Candidates get an average of at least a 2.75- 3.49 for each standard with no indicator getting a 1, with a 3.0 – 3.49 average for all 10 standards.

Novice:
Candidates do not get any 1’s and get an average of 2.0-2.74 for each standard, with an overall average between 2.0-2.74. If a candidate receives this rating he/she will receive an Incomplete in the clinical experience and be advised to have additional clinical field experiences, coursework and mentoring before being recommended for certification.

Pre-emergent:
Candidates have an average below 2.0 for each standard, with an overall average below 2.0. If a candidate receives this rating he/she will receive an Incomplete in the clinical experience and be advised to have extensive clinical field experience time, coursework and mentoring before being recommended for certification.
This form is designed to provide feedback for the Apprenticeship Teacher, Practicum Intern, or Teaching Assistant and for the School of Education. Please fill out this cover page completely, bubbling all appropriate descriptors. This composite information will be used for tracking our interns and statistical analysis of our program.

Intern Teacher: _______________________________ Date: __________________

Cooperating/Master Teacher: _______________________________

Field Supervisor: ____________________________________________

Subject/Grade): ________________________________________________________________________________

- Mid-semester Observation
- End of Semester Observation

Semester: ○ Fall  ○ Spring  ○ Summer

Course in which enrolled

○ Apprenticeship (6575)  ○ Practicum (6561)  ○ Assistantship (6578)
○ Clinical I (6571)  ○ Clinical II (6572)
○ SLA Clinical I (6576)  ○ SLA Clinical II (6577)

Who is filling out this form? ○ Field Supervisor  ○ Cooperating/Master Teacher  ○ FDU Intern Teacher

Instructions for the following pages: Please circle the rating for each performance indicator listed below, with Advanced Proficient indicating the HIGHEST competency and Pre-emergent indicating the LOWEST competency for each criterion. Performance in each area is rated as follows:

4: Advanced Proficient
3: Proficient
2: Novice
1: Pre-emergent
N/O: Not observed

(Note: N/O Not Observed is only used on the mid-term form. For the final form, you should be able to rate each competency on this form, using the candidate’s portfolio and additional evidence provided by the candidate for those indicators that are not observed.)

Your comments for each standard are also requested. Use the space provided. Please do not write in shaded areas. After discussion with the Apprenticeship Teacher, both the evaluator and the intern should sign below. If you are filling this out on Waypoint, you do not need to obtain signatures.

Overall evaluation: ○ Advanced Proficient  ○ Proficient  ○ Novice  ○ Pre-Emergent

Signature of Evaluator: ____________________________________________

Signature of Intern Teacher: ____________________________________________
### Standard #1: Learner Development

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> The teacher designs lesson plans that are developmentally appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>1.2</strong> The teacher designs instruction appropriate to learners’ strengths and needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>1.3</strong> The teacher designs instruction that accommodates differences in student ability levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.4 The teacher implements lesson plans that are developmentally appropriate so that all learners can learn.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.5 The teacher interacts with learners in an appropriate manner with sensitivity to developmental, cultural, linguistic and social differences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.6 Learners are engaged in differentiated activities based upon their ability levels.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### Standard #2: Learning Differences

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> The teacher designs instruction to ensure an inclusive learning environment for all learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>2.2</strong> The teacher incorporates multicultural content and perspectives into the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.3 The teacher creates a learning community where individual differences are respected and individual needs are met.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.4 The teacher engages in strategies to support learners whose first language is not English.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.5 The teacher uses appropriate materials that reflect an equitable portrayal of diversity.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>2.6</strong> The teacher considers IEPs and section 504 plans for learners with special needs in lesson planning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.7 The teacher demonstrates through verbal interactions and teaching practices that all learners can learn and achieve.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.8 The teacher makes appropriate adaptations or modifications to instructional tasks and/ or learning environment to accommodate the learning needs of all learners (e.g. Gifted and talented, English language learners, etc.).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.9 The teacher makes appropriate adaptations of modifications for assessing student learning (such as additional time to complete assessment).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
### Standard # 3: Learning Environment

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

<table>
<thead>
<tr>
<th>3.1 The teacher demonstrates general warmth, caring and respect towards learners through verbal/nonverbal communication.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 The teacher uses effective classroom management techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>3.3 The teacher considers physical space and resources that optimizes learning activities for all learners.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.4 The teacher/learners use(s) instructional time effectively to achieve learning outcomes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.5 Learners are actively participating and engaged in learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.6 Learners assume responsibility for themselves to achieve classroom learning goals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.7 Learners are engaged in positive peer relationships through classroom activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.8 Learners work effectively in groups and independently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

<table>
<thead>
<tr>
<th><strong>The teaching candidate:</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1 The teacher designs instruction that demonstrates knowledge and command of the subject matter.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.2 The teacher makes effective use of explanations of disciplinary concepts that capture key ideas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.3 The teacher implements lessons that demonstrate knowledge and command of the subject matter.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.4 The teacher makes connections and relates content to prior learning and relevancy of everyday life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.5 The teacher demonstrates knowledge of appropriate NJCCCS (New Jersey Core Curriculum Content Standards) for the discipline, and Common Core State Standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4.6 Learners are engaged in activities that demonstrate the development of critical thinking and problem solving within the content area.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
### Standard #5: Application of Content

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The teacher uses strategies to make the content meaningful to learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.2 The teacher implements interdisciplinary learning experiences that allow learners to integrate knowledge from several content areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.3 Learners apply content knowledge to solve real world problems through collaboration.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.4 Learners generate and evaluate new ideas and novel approaches to solving problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.5 Learners use technological tools and current resources for content research.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.6 Learners communicate knowledge of the content through a variety of forms that address varied audiences (such as oral, written, and/or technological presentations).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.7 Learners use diverse social and cultural perspectives in solving local and global issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5.8 Learners are engaged in literacy activities across content areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:

### Standard #6: Assessment

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 The teacher designs appropriate formative and summative assessments that are aligned with learning objectives.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.2 The teacher collects data on learning outcomes to measure lesson objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.3 The teacher implements continuous assessment throughout the lesson to immediately adjust and improve instruction to foster student growth.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.4 The teacher provides meaningful and specific feedback to learners on their learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.5 The teacher uses technology to support assessment and monitoring of student progress.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.6 The teacher makes appropriate adaptations of modifications for assessing student learning (such as additional time to complete assessment).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6.7 Learners are engaged in analyzing their own assessment results and in setting goals for their own learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Comments:
### Standard #7: Planning for Instruction

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1</strong> The teacher designs effective lessons by organizing the instructional activities to achieve the objectives and outcomes of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>7.2</strong> The teacher designs instruction that develops learners' critical thinking and problem solving capabilities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>7.3</strong> The teacher designs unit and lesson plans that incorporate interdisciplinary learning experiences that allow learners to integrate knowledge from different subject areas.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.4 The teacher selects a variety of appropriate instructional materials and resources to achieve the objectives of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.5 The teacher integrates technology into the lesson plan to promote effective learning for all learners.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7.6* The teacher collaborates with others to support student learning (e.g. Special Education teacher, ESL teacher, other specialists, community organizations).</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Comments:

### Standard #8: Instructional Strategies

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

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 The teacher implements instructional activities that achieve the objectives and outcomes of the lesson.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.2 The teacher models effective communication and questioning techniques to facilitate deep understanding of content (i.e., higher order thinking).</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>8.3 The teacher varies his/her role in the instructional process in relation to the content (e.g., instructor, facilitator, coach, audience).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.4 The teacher engages learners in activities that promote and value the development of oral language (Listening and Speaking).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.5 The teacher engages learners in activities that promote and value the development of written language (Reading and Writing).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.6 The teacher engages learners in activities that promote and value the development of numeracy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.7 The teacher models metacognitive processes to support comprehension of content (think alouds, questioning).</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>8.8 The teacher provides multiple models and representations of concepts and skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8.9 The teacher uses a variety of appropriate instructional materials and resources to achieve the objectives of the lesson.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>8.10 Learners ask higher order questions.</td>
<td>1</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>8.11 Learners articulate strategies they used to demonstrate comprehension of content.</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>8.12 Learners demonstrate their knowledge of content through a variety of products and performances.</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

Comments:
**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>9.1 The teacher provides evidence of reflection on improvement of professional practice in content area(s) and pedagogy.</strong></td>
<td></td>
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<tr>
<td><strong>9.2 The teacher provides evidence of reflection on how assessment and instructional practices demonstrate caring and address the needs of all learners and the school community.</strong></td>
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<tr>
<td><strong>9.3 The teacher provides evidence of maintaining accurate student records.</strong></td>
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<tr>
<td><strong>9.4 The teacher provides evidence of contributing to school and/or district by offering assistance voluntarily: participates in school district events, projects, extra-curricular activities.</strong></td>
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<tr>
<td>9.5 The teacher exhibits appropriate personal and professional demeanor (e.g. Appropriate dress, language and interaction with school personnel, peers and learners).</td>
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<tr>
<td>9.6 The teacher reflects upon and uses constructive suggestions to enhance the teaching and learning process.</td>
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<tr>
<td>9.7 The teacher demonstrates effective reading, writing, speaking, mathematics, and technology skills required of a professional.</td>
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</tbody>
</table>

Comments:
### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.1</strong> The teacher provides evidence of demonstrating professional relationships with all members of the school community.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.2</strong> The teacher provides evidence of effective communication with parents and guardians.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>10.3</strong> The teacher provides evidence of family involvement to strengthen the teaching and learning environment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10.4 The teacher engages in professional learning and works collaboratively to advance professional practice.</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

Comments:

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### Standard 11: Professional Responsibility

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students.

<table>
<thead>
<tr>
<th>The teaching candidate:</th>
<th>Pre-Emergent</th>
<th>Novice</th>
<th>Proficient</th>
<th>Advanced Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11.1</strong> The teacher demonstrates knowledge of the school’s professional code of conduct.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>11.2</strong> The teacher demonstrates basic knowledge of professional responsibilities as stated in school board policies for students and teachers (anti-bullying policies).</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td><strong>11.3</strong> The teacher maintains professional relationships with students and colleagues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>11.4</strong> The teacher fosters and maintains a classroom environment which protects students from sexually, physically, verbally, or emotionally harassing behavior by acting in a sound and professionally responsible manner.</td>
<td>1</td>
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</tr>
<tr>
<td>11.5 The teacher consistently adheres to school and district policies (e.g., school hours, responsibilities, etc.).</td>
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</tr>
</tbody>
</table>

Comments:

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General Comments by Evaluator (Field Supervisor, Cooperating Teacher, Intern):

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When do I do the CCI?

<table>
<thead>
<tr>
<th>Supervisor</th>
<th>Cooperating Teacher</th>
<th>Apprentice Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-point: 4th Observation (midpoint conference with AT) <strong>Online</strong></td>
<td>Mid-point: 4th Observation (midpoint conference with AT) <strong>Online</strong></td>
<td>Before Apprenticeship Teaching <strong>Online</strong></td>
</tr>
<tr>
<td>Final: 7th Observation (Final conference with AT) <strong>Online</strong></td>
<td>Final: 7th Observation (Final conference with AT) <strong>Online</strong></td>
<td>After Apprenticeship Teaching <strong>Online</strong></td>
</tr>
</tbody>
</table>
Appendix C

Observation/Conference Report Form
### Fairleigh Dickinson University
### School of Education

#### OBSERVATION / CONFERENCE REPORT

- Apprenticeship (EDUC6575)
- Field Experience II (EDUC6828)
- Clinical I (EDUC6571)/(6576)
- Clinical II (EDUC6572) / (6577)
- Assistantship (EDUC6578)
- Practicum (EDUC6561)
- Field Experience IV (EDUC3404)

Visit # (circle one) 1 2 3 4 5 6 7  Grade Level: _________  Subject: ____________________

Intern Name: ____________________________  Seminar Instructor: ____________________________

FDU Field Supervisor’s Name: _______________________________________________________________

School: ________________________________________________________  Date of Observation: ___________________

The purpose of this form is to provide feedback to the teaching candidate on the observed lesson. It is closely aligned with the CCI and will help guide the development of the candidate. The supervisor should indicate on the form which indicators were observed for the lesson and should write additional comments in the space provided. The overall scale for each standard should be checked off; it is optional to use the scale for the first observation when the candidate needs more qualitative feedback.

**CODES:**
- 4 - Advanced Proficient
- 3 - Proficient
- 2 - Novice
- 1 - Pre-Emergent
- NO - Not Observed

### 1. LEARNER DEVELOPMENT

- □ Implements lessons that are developmentally appropriate
- □ Incorporates differentiated instruction into classroom activities
- □ Interacts with learners in appropriate manner with sensitivity to developmental, cultural, linguistic and social differences
- □ Accommodates differences in student ability levels

### 2. LEARNING DIFFERENCES

- □ Engages in strategies to support the learning of students whose first language is not English
- □ Respects individual differences and meets individual needs
- □ Uses appropriate teaching materials that provide an equitable portrayal of diversity
- □ Makes appropriate adaptations or modifications to instructional tasks to accommodate the needs of all learners

### 3. LEARNING ENVIRONMENT

- □ Students are actively engaged in learning
- □ Relates to students in a warm and caring manner
- □ Uses effective classroom management techniques
- □ Manages time effectively
- □ Learners work effectively in groups and/or independently
- □ Learners engaged in positive peer relationships

### 4. CONTENT KNOWLEDGE

- □ Makes effective use of explanations and connections to prior learning
- □ Engages in activities that promote problem solving
- □ Demonstrates thorough knowledge of the NJCCCS and Common Core State Standards
- □ Uses meaningful content in lesson

### 5. APPLICATION OF CONTENT

- □ Uses strategies to make the content meaningful
- □ Implements interdisciplinary learning experiences
- □ Learners solve real world problems through collaboration
- □ Learners use technological tools and current resources
- □ Learners are engaged in literacy activities across content areas

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### 6. ASSESSMENT

- Teacher collects data on learning outcomes to measure lesson objectives
- Teacher implements continuous assessment throughout
- Teacher provides meaningful and specific feedback to learners
- Teacher uses technology to support assessment
- Teacher makes appropriate adaptations of modifications for assessing student learning
- Learners analyze their own assessment results and set learning goals

### 7. PLANNING FOR INSTRUCTION

- Designs effective lessons by organizing the instructional activities to achieve the objectives
- Uses a variety of appropriate instructional strategies
- Develops critical thinking and problem solving ability
- Integrates technology into the lesson plan

### 8. INSTRUCTIONAL STRATEGIES

- Implements instructional activities that achieve the objectives
- Models effective communication and questioning techniques
- Promotes oral & written language development
- Models metacognitive processes to support comprehension of content
- Learners demonstrate their knowledge of content
- Learners ask higher order questions

### 9. PROFESSIONAL LEARNING AND ETHICAL PRACTICE

- Exhibits appropriate personal and professional demeanor
- Reflects upon and uses constructive suggestions
- Demonstrates effective reading, writing, speaking, mathematics, and technology skills

### 10. LEADERSHIP AND COLLABORATION

- Establishes professional relationships with members of the school community
- Communicates frequently and effectively with parents/guardians
- Promotes meaningful family involvement
- Works collaboratively

### 11. PROFESSIONAL RESPONSIBILITY

- Knowledge of the school’s professional code of conduct
- Knowledge of professional responsibilities
- Maintains a classroom environment which protects students

**Brief Summary of Lesson and NJCCCS Addressed (please attach copy of lesson plan):**

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Strengths/Weaknesses:

Suggestions for Lesson Improvement:

Recommendations/Reflections for Professional Growth

Grade for Observation: □ 1 □ 2 □ 3 □ 4

Field Supervisor’s Signature: ____________________ Date: ______________

Pre-service Teacher’s Signature: ____________________ Date: ______________

For FE II, FE IV: Student is ready for Apprenticeship Teaching? Yes □ No □
Appendix D

INTASC Standards
(INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM)
SUMMARY OF UPDATED INTASC CORE TEACHING STANDARDS

The standards have been grouped into four general categories to help users organize their thinking about the standards:

THE LEARNER AND LEARNING
Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

STANDARD #1: LEARNER DEVELOPMENT. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

STANDARD #2: LEARNING DIFFERENCES. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

STANDARD #3: LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

CONTENT
Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

STANDARD #4: CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
STANDARD #5: APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

INSTRUCTIONAL PRACTICE
Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

STANDARD #6: ASSESSMENT. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

STANDARD #7: PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

STANDARD #8: INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITY
Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

STANDARD #9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

STANDARD #10: LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Appendix E

Contact Information, Teaching Schedule, and Time Record
FAIRLEIGH DICKINSON UNIVERSITY  
Peter Sammartino School of Education  
1000 River Road  
Teaneck, NJ 07666

**CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Apprentice</th>
<th>Grade(s)/Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Teaching:</td>
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</table>

Home Address: ____________________________________________

<table>
<thead>
<tr>
<th>Phone:</th>
<th>E-Mail:</th>
<th>SS #:</th>
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Cooperating  
| FDU Clinical |
| Teacher:    | Teaching Supervisor: |
| Phone:      | Phone:              |
| E-Mail:     | E-Mail:             |

Apprenticeship  
| Seminar Instructor: |
| School Name:        |
| Phone:              | Phone:              |
| Fax:                | Fax:                |
| E-Mail:             | Principal Name:     |

Office of Field  
| Placement Contact: Vincent Martone |
| Phone: 201-692-2085 |
| Fax: 201-692-2603 |
| E-Mail: vjmartone@aol.com |

**APPRENTICESHIP TEACHING SCHEDULE**

On this schedule, indicate the time and the subject or activity you will be teaching. Be sure to show every period of the school day. If your schedule cannot be accurately described on this form, please attach your class schedule to this form.

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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</thead>
<tbody>
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</table>

Comments: ____________________________________________
# APPRENTICESHIP TEACHING TIME RECORD

(For each week)

<table>
<thead>
<tr>
<th>Week</th>
<th>Number of Days</th>
<th>Approximate # of Hours of Instruction</th>
<th>Approximate # of Hours of Observation and Participation</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Totals:</td>
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</tbody>
</table>

**Apprentice Teacher/Intern’s Name**

**Signature**

**Cooperating Teacher’s Name**

**Signature**

**District**

**Date**
Appendix F

Evaluation of Apprenticeship Teaching Experience
To the Apprentice Teacher: Please give us your feedback and evaluation of the Apprenticeship Teaching Program by completing this form in your 15th week and returning it to the Office of Field Placement, FDU School of Education, 1000 River Road (Mail Code T-BH2-01) Teaneck, NJ 07666. Attn: Vincent Martone

A. Strengths of the Apprenticeship Teaching Program.

B. Describe to what extent the FDU Clinical Teaching Supervisor was/was not of help to you in your Apprenticeship Teaching experience.

C. Describe to what extent your Cooperating Teacher assisted you in your Apprenticeship Teaching experience.

D. Suggestions for improving the Apprenticeship Teaching Program.

E. Suggestions for improving the Apprenticeship Teaching Manual.

Apprentice Teacher/Intern Name: ________________________________

Apprentice Teacher Signature: ________________________________

Date: __________________________  ☐ QUEST  ☐ MAT

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Appendix G

Cooperating Teacher’s/ FDU Supervisor’s Feedback Form
Please take this opportunity to provide feedback on FDU’s Teacher Preparation Program, Field Experiences, and Apprenticeship Teaching Program by briefly responding to the following questions:

1. Do you have any recommendations for improving any of the programs listed above as designed and outlined in the manual?

2. Do you have any recommendations for improving the manual? Is there anything you would like added / deleted / changed / clarified?

3. Any other comments?

* Please submit this form within two weeks of the conclusion of the semester.
Appendix H

Independent Contractor Agreement Form
FAIRLEIGH DICKINSON UNIVERSITY  
INDEPENDENT CONTRACTOR AGREEMENT

Name of Cooperating Teacher: _____________________________________________

Home Address: __________________________________________________________

Description of the Work to be Performed: __Cooperating Teacher for Apprentice Teacher_________________________

Student Teacher Name: ____________________________________________________

Period for Completion of Work: DURING SCHOOL YEAR 201__-201__

Payment Terms: (check one)  ☐ $XXX

Status: (check one)  ☐ A Citizen or National of the United States
☐ A Lawful Permanent Resident
☐ A nonresident authorized to work until ___/___/___

I acknowledge that the University is relying on the above representation.

I represent to Fairleigh Dickinson University (“University”) that I am an independent contractor retained to perform the above described work.

Check all that apply:

☐ Inasmuch as I am an independent contractor and either a Citizen, National or Lawful Permanent Resident of the United States, I am responsible for the payment of federal and state taxes (including withholding and social security taxes) on payments from the University, and should the University be assessed for and pay any such amounts, I will refund such amounts to the University on demand.

☐ Inasmuch as I am an independent contractor and a Nonresident,

☐ The ________________________ Department is responsible for the payment of federal taxes on payments from the University. (Payment of tax by the department constitutes additional income to the Nonresident requiring additional withholding.)

☐ I am responsible for the payment of applicable federal taxes on payment from the University, and should the University be assessed for and pay any such amounts, I will refund such amounts to the University on demand.

The foreign National Information Form and Form W-8 (Certificate of Foreign Status) must be attached for a Nonresident.

I understand that the above payment is the only consideration I receive from the University for the Work. As an independent contractor, I am not eligible for any benefits from the University, and would not be eligible for Workers Compensation or Unemployment Insurance.

I will supply my own materials and means of completing the Work. I will not assign responsibility otherwise subcontract any of the Work without prior University permission and if permission to subcontracts is given, I will be responsible for cooperating the Work for the person or organization to whom or which it is subcontracted.

_________________________________________________________________  Date

Cooperating Teacher’s Signature

_________________________________________________________________  Date

FDU Department Representative

For S.O.E. Office use only:  
Sem   SP____  Fall____  CK___
Appendix I

Confirmation of Orientation Attendance
CONFIRMATION OF ORIENTATION ATTENDANCE

Apprentice Teacher’s Name (Print):  

I have attended the Orientation for Apprenticeship Teaching Session and understand the policies, procedures, and expectations regarding my performance and the requirements for the courses.

I have been provided with the Apprenticeship Teaching Manual and understand that it is my responsibility to read it thoroughly in its entirety and ask questions of my Cooperating Teacher, Apprenticeship Seminar Instructor, and/or FDU Clinical Teaching Supervisor as needed.

I understand that information will be provided to me regarding the application process for state certification during the Apprenticeship Teaching Seminar. If I am absent from that session, it will be my responsibility to follow up with my Apprenticeship Seminar Instructor and the Office of Field Placement.
Appendix J

Lesson Plan Format
FDU-SOE Lesson Plan Format

Daily instructional planning should demonstrate the teaching candidate’s knowledge of subject matter content, and understanding of the learning process, and the developmental and diverse needs of students. It should further demonstrate the candidate’s ability to use a variety of effective teaching and assessment methods and to design appropriate activities that will engage ALL students and optimize their learning. Lesson plans must include the basic elements described below. Make sure that your lesson plan specifies the subject it addresses. Each element below should be addressed as a heading in your lesson.

I. Target Audience: Who is this lesson designed for? What grade level and what are the students’ characteristics?

II. NJCCCS The standards should be referenced by number and written out.

III. Learning Objectives: Each objective should be written in measurable and observable terms. You should ensure that the objectives move up on Bloom’s Taxonomy and teach higher order thinking skills. Example for a Social Studies lesson:
1) Given an essay to write, the student will explain what the Preamble to the Constitution means to him/her as an active and participatory citizen in the USA.
2) Given a class constitution to write, the student will create a document that reflects the basic tenets expressed in the preamble to the US Constitution.

IV. Instructional Materials & Resources:
   A. What will you need to prepare your lesson?
   B. What will you need to use during the lesson?
      1. In-class
      2. Library/media center
      3. Technology
      4. Community resources

V. Vocabulary: What is/are the central concept(s) that will be taught during the lesson? What vocabulary terms will your students need to understand for the lesson? Do you need to pre-teach this vocabulary? For example, if you are teaching a lesson on the Preamble to the Constitution, your vocabulary words should include “preamble,” “constitution” and perhaps “democracy,” “participatory citizenship” and other concepts you are focusing on during the lesson.

VI. Procedures: (Instructional strategies & learning activities)
   A. Anticipatory Set [Motivating or focusing activity.]
      1. Introduction to lesson, its purpose and objectives
      2. Connection to previous lesson or other activities
      3. Determine prior knowledge (What/how much do students know about the topic? Are they ready to move on from previous lesson? Are all students ready for this lesson?)
      4. Motivational activity or “hook”
   B. Body of the Lesson
      1. Sequential, step-by-step implementation of learning activities (Number or bullet these steps).
      2. Incorporate strategies for special needs students and second language learners. Specify the accommodations and/or differentiated instruction required.
      3. Address issues of diversity both in the lesson content and for the student body in the class.

VII. Closure & Extension: (Summarizing Activity)
   A. Re-cap of lesson and summary of what was learned with active student participation (discussion, Q&A, group summaries, exit slips, etc.)
   B. Homework assignments for extension of learning activities, reinforcement, and/or enrichment.
VIII. Assessment/Evaluation Plan: How well did each student learn what was intended? Your evaluation must be aligned with your objective!

A. What assessment strategies/methods will you use to measure how well all students achieved the educational objectives of the lesson (rubric for writing assignment, quiz, rubric for oral presentation, visual tool, running record, homework assignment)?

B. What data will you collect to show that each student met the objective? (You must specify what you will collect from each student)

C. Did each student meet/exceed the educational objectives? How will you evaluate how well each student learned (rating scales, numeric/letter grades)? What is your standard for determining if the student met the objective? (Obtained an 80%, received a 3 out of 4 on a rubric)

IX. Diverse Learners: The lesson has detailed plans to accommodate diverse learners that are well thought out and differentiate instruction. In addition to the above lesson plan format, many instructors will ask you to include a reflective statement regarding your lesson plan, and ask you to comment on how this lesson relates to the INTASC.

Feedback/Reflection: (If you taught a lesson in a clinical experience, evaluate your performance based on feedback from your Cooperating Teacher, students, and personal reflection)

Note: this area is required for all field work. It is required for class assignments only when specified.

   A. What went well with the lesson?
   B. Do any students need review or special help?
   C. How can I improve this lesson?

If you have NOT taught this lesson then reflect upon what you learned in the development of the lesson.

   A. What did you need to prepare the lesson?
   B. What did you have to do in terms of content?
   C. Did you use Universal Design (UDL) or did you need to separately work on differentiated instructional strategies?